DOCUMENT RESUME

ED 272 050 HE 019 436

AUTHOR	Davis, Nancy T., Ed.; Hahn, Laurel Markey, Ed.
TITLE	Blueprints: Framework for the Future. Proceedings of the Annual Conference of the Association of College Unions-International (65th, San Diego, California, March 24-27, 1985).
INSTITUTION	Association of College Unions-International, Bloomington, IN.
PUB DATE	86
NOTE	157p.
AVAILABLE FROM	Association of College Unions-International, 400 E. Seventh St., Bloomington, IN 47405 ($20, nonmembers; $10 members).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	College Stores; *College Students; Employment Practices; Extracurricular Activities; Higher Education; Marketing; Mentors; Minority Groups; Outdoor Activities; Personnel Policy; *Program Administration; Recreational Facilities; *Staff Development; *Student Development; *Student Unions
IDENTIFIERS	*College Unions International

ABSTRACT

Proceedings of the 1985 conference of College Unions-International cover college union staff development, better management, and student development. Paper titles and authors are as follows: "Leadership and the One-Minute Manager" (Kenneth Blanchard); "Current Legal Issues in Personnel" (Donna Colianni); "Congruence Measures as a Medium for Structuring the Art of Compromise" (William C. Edwards, David Laubersheimer); "A Competency-Based Model: Assessing the Level of Multicultural Awareness in Staff and Volunteers" (Patrice A. Coleman); "Successful Practices in Recruiting Minority Staff" (Ron Loomis); "Effective Staff Development in a Small Organization" (Janice Panting); "A 10,000 Mile Professional Development Scheme" (Cleo Bash); "Power and Passion in the Work Place" (Roger Conway); "Blueprints for Better Management" (Jack Laughery); "Generating Revenue through Retail Operations" (Thomas M. Keys); "Effective Conference Recruitment" (John W. Corker, Doug Daggett); "Computerized Reservations Systems" (Elihu Welber, Sherry Nefford, et al.); "Legal Liability Issues in Higher Education" (Martin Block); "Introduction to Collegiate Licensing" (Jack Revoyr); "Systematic Union Research as a Means of Creating Change" (David M. Hubler, William E. Sedlacek); "Madison Avenue Marketing for the '80s College Union" (Patrick A. Connors); "Task Force on Student Development: A Practical Approach for an International Association" (Randy Donant, Cyn Cherrey, et al.); "High Touch for High Techies: The Basics of Developmental Theory" (B. Molitor, Richard Melton); "Promoting Student Development through a Mentoring/Transcript Program" (Thomas J. Cosgrove); "Creating the Teachable Moment in the Union Setting" (James W. Lyons); "Planning Format to Encourage Cocurricular Activities" (Ray Moody); "Synopsis of Developmental Theory" (Rod Neubert); "Experiential Learning and Outdoor Programs: An Exploration of Goals and Directions" (Bill Proudman); "Women and Outdoor Programs" (Patti Picha, Colette Berge); "Outdoor Programming as a Vehicle for Treating the College Substance Abuser" (Ken Macdonald); "The Leisure Needs of College Students" (William Rizzo); "Assessment and Redesign of the Physical Environment in Support of Student Development" (James H. Banning, Manuel R. Cunard); "Enhancing the Union Board Experience" (James R. Reynolds); "Blueprints for a Better Future in Education" (Ruth Love); "Today's Changing Values and the Challenge to Union Management" (Brooke Warrick); "Building a Multicultural Environment in Higher Education" (Eloy Chavez, Jan Carlson); "Our Public Image and Our Private Beliefs" (David E. Johnson, Stephen J. Nelson); "Homophobia and Heterosexism in the College Union" (Michael J. Ellis); and "Student Retention and the Use of Campus Facilities (Brent Mallinckrodt, W. Sedlacek). Minutes of the 1985 annual business meeting and information on the association are included. (SW)

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BLUEPRINTS

FRAMEWORK FOR THE FUTURE

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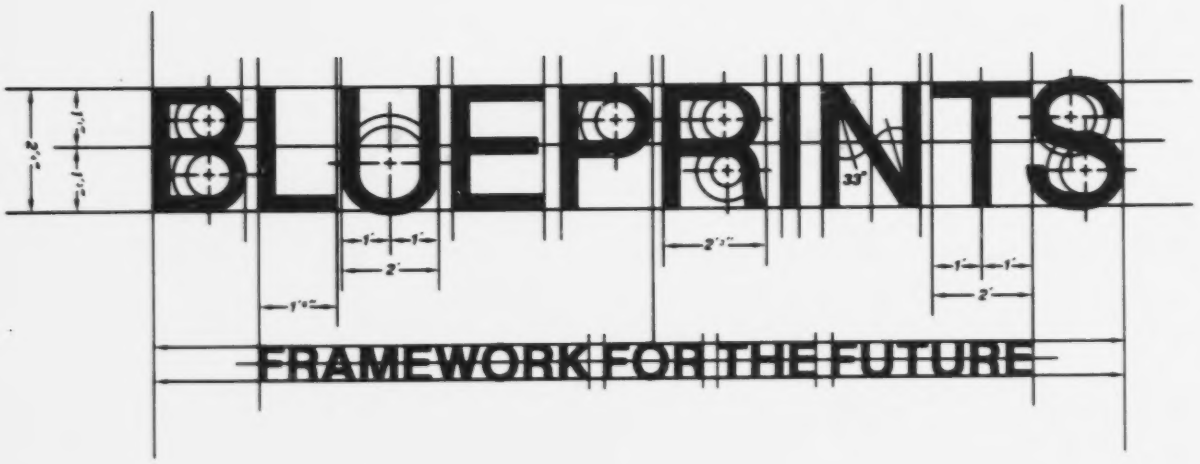
PROCEEDINGS

ASSOCIATION OF COLLEGE UNIONS - INTERNATIONAL | 65TH ANNUAL CONFERENCE

HOTEL DEL CORONADO · SAN DIEGO · CALIFORNIA | MARCH 24-27, 1985



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Nancy T. Davis and Laurel Markey Hahn, Editors

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HOTEL DEL CORONADO • SAN DIEGO • CALIFORNIA | MARCH 24–27, 1985

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Printed in the United States of America
ISSN 0147-1120

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Part one: Staff development: Strong foundation for success

Keynote address

Leadership and the One-Minute Manager

Kenneth Blanchard, Blanchard Training and Development, Inc.

I'd like to teach you some concepts that we teach in some of our books and apply them to your world to help you become both a productive and a good human organization. They're both very important. It's not an either/or deal. An organization is an enterprise with goals that need to be accomplished. As an organization, as a college union, you have goals that need to be accomplished. Your organization is made up of employees as well as your customers, which are the students and individuals with needs to be satisfied. The way to get a productive, satisfying organization is to make deals with people: I will satisfy your needs if you'll help me accomplish my goals. We need to recognize it as that simple: "How can I help my people accomplish what they want so they'll do the things we need to be a viable organization? And what can we do that the students want so the students will cooperate and help us accomplish what we need."

Let me give you a couple of basic concepts. One of the big problems in this country is that management education is looked at as a fringe benefit. It's a little frill you might give your people, but it's not something you do anything with. Let me show you why that occurs. You're going to spend three hours with me today. I'm going to talk about dealing with people and motivating people. And then you'll go back to an organization that is structures and systems and strategies that are completely inconsistent with everything I'm talking about.

As an example, take performance review, which is the killer of all I know about human nature in organizations. Many of you work for systems with the policy that if you have six or seven people working for you and you have a 10-point scale for their overall evaluations, you cannot give them all 10s. The positive thing about your institutions is they're honest about beating people up. The rest of you, who are getting smug because you don't have it legislated, have it in actuality, because if you have six or seven people reporting to you and you rated them as all 10s, what would your boss rate you? Would it be very high? No, you'd probably rate a 2 or 3. Why? The boss would tell you that you have no judgment. What else? You're too soft. You're giving away the place. It doesn't take people very long to realize that if they rate everybody high, then they get rated low. The only way they can rate high is if they rate some of their people low. Then the toughest job about being a manager is deciding whom you're going to screw. And the worst thing you can have is all good people! An interesting thing that happens in education is if you get losers you don't do anything to improve them because if you did, that would cause you problems. So you push them up; they fill that low slot. It's just a crazy kind of thing.

There are three parts of performance review. The first one is performance planning, which is when you agree on goals and objectives with people and agree on how you're going to help them, what they're going to need. You give them training, all pre-performance planning. The second area is day-to-day coaching. And the third area of performance review is performance evaluation. Someone decides goals should be set and then brings in goal writers who fill notebooks. What's the one thing that's almost never done on a systematic basis in organizations? Day-to-day coaching, which is, "How do I help you win?"

I understand at Cornell, in some of the colleges, they're still giving the same speech I heard in 1957. "Look to your left. Look to your right. One of you is not going to be here." Do you know the average college board scores of the kids at Cornell? It's got to be almost 650, 700, 750 in some of the schools, and they're still busting everybody out. That's absurd. What the hell is this? A sorting process? Is that what the job of a manager is? You hire people and then sort them out by some normal distribution curve? That's baloney.

I caught a teacher giving a state capitals test to a fifth grade class. I asked why she didn't put atlases around the room and let the kids get up during the test and look up the answers.

The teacher said, "I couldn't do that."

"Why not?"

She said, "All the kids would get 100s."

What the hell is education? Some win and some lose? Somebody once asked Einstein what his telephone number was and he went to a phone book. He said, "An intelligent person knows how to find information, not store it." Did you ever get a call from

your boss, asking you what's happening in such and such a department, and you said, "I don't know, but I'll find out."

"What do you mean, you don't know? What the hell are you doing down there?"

Know that you've just been chosen to be screwed because you didn't know the answer.

In universities, delegation is a lost art. People spend long hours in your business. Why? Because they're afraid somebody's going to call and they're not going to know what's going on. One of the great things about Ronald Reagan, whether or not you like what he does, is that he's the first president of the United States who really manages and delegates. He looked lousy in that debate because he didn't know any of the answers! And why should he? If his management team had been there, they could have answered the questions.

Your job as manager is to help your people win, not sit around and evaluate them. Sure, evaluation comes in, but that's just the summary of what you've been doing all along. You never give anything new in evaluation. It's just a summary of what you've been doing. I want to zero in on the day-to-day coaching and the planning you need to do in order to get people to win.

I want to share with you one other concept in relation to this. You all work in pyramidal organizations. You have a president, a board of trustees, down through the directors and department chairs. There's nothing wrong with a pyramid. What's wrong is when you think like a pyramid. When you think like a pyramid, which level of the organization works for which? Do you work for the level above you or below you on the pyramid? The person above you. In fact, I hear people saying that the worst thing that can happen is to lose your boss. People spend all the time trying to figure their bosses out. You think you work for your boss, which is very interesting. It's the job of management to be responsible. And it's the job of your staff to be responsive. Who are they supposed to be responsive to? The boss.

I like people to turn the pyramid upside down philosophically. When you turn it upside down, who is at the top of the organization now? The staff, the hourlies, the student employees. Do you know who's really at the top of this pyramid? The customers. The students. Customer service—we'll call it student service—isn't as good as it could be because the people who interact with students—rather than keeping their eyes on the customers—are spending all their time looking over their shoulders trying to figure out what their boss is doing because their boss is about ready to hit them. Their focus is off. They're on their own self-preservation. Do you know why that is? Because the American way of managing is that people say nothing when you do something right. When you screw up, they hit you.

If you turn this pyramid upside down philosophically, who works for whom in the old traditional organization? Do you work for the person above you or the person below you? You work for the person below you. Now the job of the staff is to be responsible, and it's the job of management to be responsive. It's a very subtle but powerful difference.

The important thing about being a manager is not what happens when you're there; it's what happens when you're not there. How do I get people to do what I want them to do when I'm not there? By being responsive to them when I'm there, knowing what their needs are, what their issues are, and what their problems are. So often we look for things that are wrong. That's why it's just no fun for most people. Universities actually ought to be an unbelievable ball. People should be laughing and smiling, cracking their cheeks. And yet when I go back to a university I used to teach at, all I hear is everybody moaning and groaning. Everybody thinks everybody else is taking them to the cleaners.

You see, universities are organized to catch people doing things wrong. That's why it's no fun. You could set a tremendous example in the unions for turning the whole thing around because your major focal point brings administration, students, and faculty together. If you could create your organization in a way that does this, you could set an example for the whole campus. A lot of people say, "Well, how can you do that in the midst of chaos and insanity?" Just continue to do what you need to do; don't pay any attention to their rules and regulations. If they catch you doing something wrong, don't argue with them. Why would you argue with irrationality?

Unfortunately, most people think you have to follow the insanity. Why do that? One of the major leadership styles in organizations is what I call bicycle leadership. Bicycle leadership is when you bend your back to those above while you trample those below. Somebody hits you, you hit somebody below you; that person hits somebody below, who then hits somebody below him or her. I remember *Post* magazine once had this scene where this guy is getting chewed out by his boss. He goes home and chews out his wife; in the next frame she's chewing out the kid, and in the last frame the kid has the cat against the wall and is about ready to do him in. Your job is to be responsive to your people. Your job is to make them win.

In Japan this upside-down pyramid philosophy is almost universal. For example, one of the major problems in Motorola in the United States in the last five to 10 years has been quality control. Every time they have put a Japanese management team in charge, even if it's all U.S. people in the plant besides the management, quality never seems to be a problem. One of the worst things that can happen in an American plant is to shut down the assembly line. No matter what you do, don't shut down the line. And there's only one person in the whole plant who can shut down the line, the plant superintendent. The Japanese-run plants have a button at every work station, and if a product with a quality defect comes down the line, any worker has the power to push that button and shut down the whole line. They aren't going to let something go by them that's not high quality. A book called *Quality Is Free* said in manufacturing alone in this country 25 cents out of every sales dollar goes back into redoing what's already been done once. Then you add inspectors, quality control, kibitzers, people running around trying to find things wrong. You need people to look for things wrong because nobody will 'fess up. They'll get beaten up if they do. The sys tem is not built on them being responsible and people being responsive to them. They're supposed to be responsive to the management, and until we get over that, we've got some real problems.

The other really important thing tied into this is a whole philosophy about people. In *Putting the One-Minute Manager to Work*, I worked with a fellow who lives in Florida. Dave is a wonderful consultant and he's gotten to know the trainers at Sea World. He is particularly fascinated by the people training the whales and the porpoises. He asked the trainers: "Do you believe in the kinds of things that Blanchard talks about? Do you try to catch the animals doing things right?"

They said, "It's the whole basis of all of our training. But there's one thing that we do before we do any training at all. We jump in the water, and we play with the animals until we've convinced them."

And Dave asked, "Convinced them of what?"

"That we mean them no harm."

Trust has to be the initial ingredient. One of the things that drives me crazy in universities is that nobody wants to jump in the water and play with the students and show them we mean no harm. To me, it's a real issue. One of the differences in Japan is that they don't mean their people harm. In fact, they don't do performance reviews in the major Japanese organizations for 10 years because they think it's part of the training program.

Let me give you a framework for situational leadership. I'm not talking about soft management. I'm not talking about being an easy marker. I'm talking about tough-minded management based on goals and objectives that are clear and that people know, but in an environment that wants people to accomplish the goals. The goals are stretching goals and they're clearly defined goals. The first secret of the *One-Minute Manager* is one-minute goal setting. All good management starts with clear goals.

One of the big problems in universities is that people so often refuse to define goals and objectives. As a result, when you ask people how they know whether they did a good job, their response is: "I haven't gotten yelled at lately by my boss," or "I don't know." But nobody knows what he or she is supposed to be doing. If I haven't been yelled at, I guess I'm doing OK. The sad thing is that if you don't have clear goals and objectives, you cannot get a sense of high self-esteem. People who produce good results feel good about themselves. You can't just feel good about yourself in a vacuum day after day if there's no opportunity to perform. Real self-esteem comes from a supportive environment that provides opportunities for people to perform so that they stretch themselves.

Goals have two parts. The first one is defining the area of accountability, and the second one is describing good performance. Take the first one. So often people don't even know what their job is! We ask people what they do and they'll tell us, and then we'll ask their boss and the boss will tell us. Then we compare the two lists. What do you think we find? Do you think the lists are alike? They're funny little lists. A lot of people get punished for not doing what they didn't know they were supposed to do in the first place. It's important to understand what you're being asked to do.

I was working with a chain of restaurants that wanted us to improve the per customer check, and I asked them who was in charge of sales? They said, "The waiters and waitresses."

So we asked the waiters and waitresses, "What's your job?"

They said, "Serving food, taking orders."

"What about sales?" we asked.

They said, "What about sales?"

Do the people in the cafeteria at your union know that their job is sales? A lot of times it's hard to get anything out of them. They think they're doing you a favor by giving you something to eat. Their job is sales. At the end of the day you want nothing left. You want to take the customers' money; that's why you're in business. But so often people just stand around. What do they think their job is? To hold up the counter? It's absolutely absurd.

The first thing that all of your people—from the top down to your student hourly employees—have to know is what their responsibilities are. The second thing they need to know is what good behavior looks like. They have to know the performance standards. How else do they know whether they've done a good job? So with every position, you have to figure some way to count it. If you can't measure it, you can't manage it. We have found we can measure anything. We just ask more questions. Let me give you an example. This example will apply to your people who have major roles in meeting the public, students, and alumni. It will apply to the people at your information desk, the cashiers, major people dealing with the public.

A bank asked us to improve the friendliness of its staff. I asked the president, "What do you mean by friendliness?"

He said, "Friendliness is friendliness."

"It doesn't work," I said. "You must redefine it. What do you mean?"

"Well, if you're so smart, why don't you find out what a friendly teller is, as an example?"

We said, "Fine."

To whom do you think we went to find out what a friendly teller looked like? The customers. We interviewed customers while they were sitting and while they were waiting in line. You could do the same thing; these things apply across institutional settings. You know what the first thing customers said determined a friendly teller? Name and face recognition. Your people need to know one of their responsibilities is to remember names. If I were training any of my people who were dealing with the public, I'd get a person in there to teach a memory course, teach them about name and face recognition. And I'd set up all of their lines so that when they help people, they also ask them their names.

A customer would say, "Could I have some change?"

"I'd be glad to. What is your name?"

"Mr. Jones"

"Hope your stay here is good. Is there anything I can do for you?"

Get your employees to know the students. Try to get them to know the customers who come into the place. Why will people return to the union to eat? Because somebody knows their name!

One of the things that's really crazy is this whole concept around excellence. People think you just wake up some morning and say, "We're going to have an excellent organization." It does not happen that way. It happens with tenacious, hard-nosed management that won't take any crap. That's what performance standards are. And in your jobs you do not put up with somebody who doesn't attempt to remember who the customers are.

The second thing the bank customers told us was that they like friendly faces. You might say, "How'd you measure that one?" We got a cartoonist to come in and we talked to customers: "Does that look like a friendly face?"

"Yeah, that's a real friendly one."

"How about that one?"

"You've got to be kidding me!"

This cartoonist drew five faces that we put on a chart, from an unfriendly face to a very friendly face, and after he finished drawing them we came back with these charts, got into the line where customers were waiting, and asked: "What do you think that face is?"

And they'd say, "Well, I think it's a 3."

If somebody said it was a 5 and somebody else said the same

face was a 1, then his drawings were no good. The cartoonist was really good, so we got good drawings. Now any manager could walk up to a work station, look at a chart, and indicate what kind of face the person had. Having a 4 or 5 face is not optional. When your people are meeting the public, their cheeks ought to be tired at the end of their shifts. The customers ought to get tired of looking at those beautiful teeth and those smiles.

The third thing we found that made somebody a friendly person was the ability to talk about non-business related topics. A non-business related topic would be something like: "Isn't it a beautiful day." "Is this your first visit to campus?" "How old are your children?" Business related would be, "Would you like your change in fives?" With that in mind, we were able to have someone with a clipboard observe a teller for half an hour. Every time the teller changed topics with the customer, the observer indicated if the conversation went from business to business, business to non-business, or non-business to non-business.

When we tallied up all these things, we found that the average face of a teller in this bank and its branches was a 1.5, right between businesslike and friendly. We found that the tellers engaged in less than 10 percent non-business related conversation and as for name and face recognition—forget it! That was one of the complaints. Customers were coming in time after time and nobody knew who they were.

I want you to understand that you have to measure what's important. Why? So that when you hire somebody to do your information desk, you can say, "One of your jobs and responsibilities is friendliness. And it's these three things that make up friendliness. . . . One of the things we want you to understand is we're not going to be checking to find the sourpusses; we're going to be checking for smiles. Our goal is to catch you doing things right, not wrong. And if you do these kinds of things, that's how you make it in this organization because our job is serving customers."

The customers are not a pain in the tail. They are our business. And you want people to come in. You want them to spend all of their extra money in the union. You want them to bring their meetings into the union. You want them to use your facility. And you know why you want them to use the facilities? Because that's what makes you effective, that's why you're in business. You don't hire people who don't know that one of their key responsibilities is serving customers.

Now what are their other responsibilities? Your job is to figure out how many responsibilities you want your people focused on. A lot? Three to five key ones. Eighty percent of the performance you want from your people comes from 20 percent of their activities. So often we have all kinds of typed rules and regulations about people doing things that don't matter, rules that have nothing to do with effectiveness. We have all these rules, and we fill out forms around them, and it doesn't mean anything in terms of what they're supposed to be doing in their jobs.

What are the key performance indicators in every job that can tell you a person is doing a super job? Make sure that the employees understand the standards. Your cashiers need to know one of their jobs is accuracy. But they also have some responsibilities in customer service. They have responsibilities in other areas. What are the key responsibilities? Not a million things. When you write job descriptions, don't put all that junk in there. Just put in that this is their responsibility and here's what good performance looks like. Then when you come around trying to catch them doing things right, they know what you're trying to do.

Now, what do you want them to do with their key goals? Write them down. Employees should pin goals as close to their work areas as possible; they should carry them with them and have a list at home, so that every day they can look at their goals. If the list says customer service and friendliness, then sourpusses are not allowed. If you're in a bad mood, stay home because nobody gives a damn about your bad mood. If I come in and say, "I'd like a pack of cigarettes," I don't need the person behind the desk to tell me she has a bad headache. I want my cigarettes because that's why I'm there, and I want them delivered in a friendly way. As a customer, my job is not counseling. They're supposed to be paying attention to my needs, and if for some reason they can't, they need to write down their goals. Every day you look at your goals and behavior to see if your behavior matches your goals.

Now I want to show you a way to improve any kind of performance area that you want to work on. This is where I'll tie in more of the situational leadership material. We are giving money-back guarantees right now to organizations that let my people come in and work with their key trainers and key personnel and implement what I've been talking about today. Over a year's period of time if we don't return to their bottom line two, three, four times the amount they pay us, we will make up the difference. And the difference between two and four times depends on how good their information system is. It would be a piece of cake for us to go into one of your unions and save you a bundle of money.

We flew up to Canada recently to work with a division of Canadian Pacific. We returned them $500,000 on a $90,000 investment. We worked on accounts receivable. They were having trouble with people taking 120 days to pay their bills. Nobody ever organized that. They were all feeling badly about it. Another problem was the amount of gas the truck drivers were using. Nobody ever asked the drivers if they knew of ways they could cut down the amount of gas they used. It was just a piece of cake. People ask, "How do you give money-back guarantees?" It's so easy because nobody ever follows up anything. If we just sent robots in, we would make a change because people couldn't believe it. So I'm going to teach you the things we do in those programs, and we'd be happy to help anybody who wants to do a crazy thing, like save money.

We have a trainer for trainers program; we can teach your people if you want to do it yourself. We use a model we call the PRICE model. "P" stands for pinpoint, which identifies the performance areas you want to improve, like friendliness. You probably can't easily document what the bottom-line return is, but we can work on that. You name it, it can be improved. The pinpoint is simply naming the area we're going to work on. But you have to remember you've got to be able to measure it.

"R" stands for record, gathering the present data, the present performance in this area. Why do you want to gather present performance data? So you don't fix what ain't broken. A lot of people generalize from a population of one. Somebody catches them in a parking lot and says, "Did you hear that so-and-so did such-and-such?"

They say, "I can't believe it."

And they run upstairs—bang, out comes a memo and some new policy. The problem is with maybe one or two people, but 50 people got the memo.

I was working with a guy who owned 25 Burger Kings. When we started working with him, I asked, "What are the areas that you'd like to improve?"

He said, "I want to improve the speed with which broken machines get fixed. The big problem around here is that when a machine gets fixed no one calls the central office."

And I said, "Well, how often does that occur?"

He said, "What do you mean?"

I said, "How often does it occur?"

He said, "Well, I saw an unfixed machine today." From one experience, he is going to set a whole policy, set a whole program. He doesn't even know if he has a problem yet. You don't want to fix what ain't broken.

The second reason you want to record is so you can see your progress. One thing to remember about praising is, don't wait for exactly the right behavior before you praise anybody. If you do, you might wait forever. Exactly right behavior is made up of a whole series of approximately right behaviors. For example, the trainers at Sea World leave the area for part of the show. They have just a recording, and the whales do all their stuff without the trainers. They're just responding to these whistles. And people walk out of there mumbling: "That's incredible. How do they do that?"

What do you think they do? Go out in the ocean in a boat with a megaphone yelling, "Up, up, up" and all of a sudden some whale jumps out of the water over the rope they have hanging out of the boat? That's what we call hiring a winner. When they got Shamu, he didn't know squat about jumping over a rope, so where do you think they put the rope? Underneath the water high enough that he could swim under it. Every time he swam under it, he got nothing to eat. Every time he swam over it, he got fed. He's no idiot. He said, "Hmmm, seems to be a relationship going on around here." So he started swimming over the rope, and then they started raising the rope.

What that whale does over there is absolutely incredible, and the trainers can't speak to him. We can speak to people and we have people who don't perform well. What are we doing wrong? If we treated our people as well as they treat Shamu, we'd have good performers.

They never punish Shamu. Every once in a while he gets a little playful, takes one of the trainers to the bottom, and stays down there for a while. They will stop the show immediately and say, "Shamu has done something that we can't afford him to do," and they just put him in his tank. They don't beat on him or anything. They continue to feed him. They just take away the social contact. What's very interesting is that those animals now think social contact is more important than food. How come we have non-performers we can speak to? It's incredible.

We do this with little kids; we just forget with big people. How do you teach a kid to walk? Can you imagine standing a kid up and saying, "Walk," and when the kid falls down you yell, "What the hell's wrong with you?" No, the first day you stand the kid up. The kid totters, and you say, "Oh, my God, he stood!" (Kisses and hugs.) It's his first step (more kisses and hugs). It's like teaching a kid how to speak. Suppose you wanted your kid to say, "Get me a glass of water, please." The kid has never spoken before. If you wait for that full sentence before you give the kid any water, what have you got? You have a dead, dehydrated kid. We just holler, "Water, water," and one day the kid says, "Lauler, lauler."

"My God, it's his first word. Get grandmother on the phone."

That wasn't water, but it wasn't bad. You don't want him at age 21 going into restaurants asking for "lauler," so after a while you accept only "water." Then you move on to "please."

So one of the reasons we want to keep score is so we can watch progress. Has anybody ever gone to Weight Watchers? Every week, they track your weight. If you lose half a pound, the place goes crazy. It's unbelievably reinforcing. They're all on your side. The thing that enables them to give you the "atta boy, atta girl" is that they have a record of where you started. They're keeping track of where you're going and they're tracking your progress.

Bob Lauber, who wrote *Putting the One-Minute Manager to Work* with me, has a wife, Sandy, who was a special education teacher. She came home one day and said to Bob, "I have this kid in my two-hour special ed class who is screaming all the time."

"How often does the kid scream out in class?" Bob asked.

She said, "All the time."

Bob said, "You mean the kid screams continuously?"

"No, he stops once in a while."

"How many times?"

She said, "I don't know."

Bob said, "I'll come in and count just for fun." The next day he sat in the back for two hours. Any time this kid, Harry, would scream, Bob would put down a little check mark. At the end of class, Bob had checked 37 times the kid had yelled out. That's a lot of yells. Now Sandy, his wife, set up a PRICE system with Harry, and Bob came back 10 days later and counted. This time the kid yelled out 18 times. If they hadn't been keeping score and you asked Sandy whether Harry had improved, what do you think she would have said?

"No."

"How often is he yelling?"

"All the time."

But the kid had cut down 19 yells. You always want to record so you can find out where you are. This is a very important step.

The "I" in the PRICE model stands for involve. Now, who are you going to involve? The people who can make a difference in the performance. A lot of times you're not only going to involve your staff, you're also going to involve students. What three things do you involve them in? You involve them in planning, where you set the goals. The second thing is day-to-day coaching. How am I going to work with you and help you win? The last thing you talk about is performance evaluation. Now they know what the goals are, how they're going to be evaluated, and what help they're going to get from you. Performance planning is giving them the final exam the first day of class. Day-to-day coaching is teaching them the answers, and performance evaluation is the final exam.

Let's talk about day-to-day coaching. One of the problems with management by objectives is that a lot of management by objective programs make two mistakes. They have too many goals, and they have all kinds of strategies and tactics to reach those goals. All the research shows that the most important part of goal-setting is to visualize in the beginning the goal being accomplished. You don't know how you're going to get there, so you start moving toward your picture. Doing the exercise of strategies and tactics before anybody has done anything seems to me a waste of time. What you have to do is move toward your picture, and it's amazing how strategies and tactics will appear.

A lot of managers think their job is done once the goals are set. You just wait for either good performance to occur when you go to performance review or for somebody to make a mistake.

There are four ways that you can supervise people. This is the model presented in the *One-Minute Manager*, and it's an outgrowth of work that Paul Hersey and I started back in the '60s.

We look at two behaviors when we're looking at leader behavior. One is directive behavior. It's the extent to which you tell people what to do, how to do it, and when to do it. It's very much associated with autocratic leadership. Three words can describe it: structure, control, and supervise. The other behavior is supportive behavior. That's the extent to which you develop a personal relationship with people. It's characterized by listening to them, facilitating their interactions, praising them, and supporting their efforts. We call that supportive behavior, which is related to democratic leadership. Three words that we use to describe that are praise, listen, and facilitate.

The old model of the continuum had only two leadership styles. When you separate these two, we now have four. Style one is directing. You're telling people what to do, how to do it, where to do it, when to do it. It's very high on directive behavior and low on supporting behavior. Next we have the old democratic. We call that supporting. With supporting, you're listening and facilitating, but you're not doing much directing. Suppose there was a lot of noise out in the hall that was bothering us. I would be using a directing style if I said: "Frank, there's a lot of noise in the hall that is bothering us. What I want you to do is go out there and tell those people to move their conversation down the hall. When you're finished, report back to me." I'm telling him what to do, how to do it, where to do it. If I were going to use the supporting leadership style, I'd say: "Frank, there's a lot of noise out there that is bothering us. What do you think we should do?"

We used to think about kids coming to class with either an empty barrel or a full barrel of knowledge and experience. If they come with an empty barrel of knowledge and experience, the job of the teacher is to fill it. Directing is a barrel-filling style. Supporting is the barrel drawing-out style.

One behavior you can't deal with on a continuum is what we call Style two, or coaching. Everybody knows a coach directs and supports. If I were to use a coaching style on the noise, I would say: "Frank, there's a lot of noise out there that is bothering us. What I think you ought to do is have those people move their conversation down the hall. What do you think? Do you have any questions or suggestions?" You see, I'm going to fill his barrel, but I'm also going to draw out. I'm still in charge, but some two-way communication starts.

And finally, we call the last style delegating, which is low on both directing and supporting. If I used a delegating style, I'd say: "Frank, there's a lot of noise out there that is bothering us. Take care of it." I had the same goal in all four examples, but I used a different leadership style in each case.

Suppose you want somebody to increase the profitability of the cafeteria or some other operation in your union. Once you set that goal, there are four ways you can supervise the person accomplishing it. Now what kind of person would operate well if you just got out of the way and let him or her run with the ball? You'd have a highly motivated, confident, competent person. We call that person a peak performer. This person has demonstrated skills, he's done it before, he knows how to do it. Once you agree on the goal, you say, "Jim, give me a call if you have any problems."

What kind of person would need a directing style? What kind of person could you delegate to and get a disaster? An inexperienced person, somebody who doesn't have much experience doing this job. We find directing is most appropriate for enthusiastic beginners. You hired somebody who has some potential and who is all excited, but doesn't know what he is doing. If you delegate to an enthusiastic incompetent, he will go where angels fear to tread, and you'll have some problems.

What kind of person likes a supporting style? A person who likes supporting has to have skills because in supporting you're not giving any direction or supervision. You're praising, facilitating, listening. If the person doesn't have skills, you're in bad trouble.

See the difference? If Jim comes in and I listen and support and grunt and groan, he will respond to that because as long as he knows what to do all he wants to do is check. He didn't want me to take the project from him. But if he comes in not knowing what he's doing and says, "Do you have any questions," and I go, "Hmm, I sense you want suggestions," he still doesn't know what he's doing. Delegating works well with people who are competent and confident.

Supporting is for people who have skills but maybe lack a little confidence and motivation. They just want a pat on the back, a little reassurance. So when they come to see you, don't take the ball from them. You know they know how to do it. They're just different than the peak performer. Peak performers can reinforce themselves. When you go to see them, they take you on a praising tour. "Let me show you this. You're going to love this." You can get somebody else who is just as competent but who doesn't have quite the confidence, so when you come it's really important that you praise them.

Now some people don't have the skills or the commitment, and lack of commitment could be lack of motivation or confidence. Do they need direction from you? Sure. They also need support. The difference between the enthusiastic beginner and what we sometimes call the disillusioned learner is that enthusiastic beginners don't need pats on the back. They need direction. For example, when you get a new computer, you need somebody to show you how to use the computer. You don't need a warm, fuzzy person. You need somebody who knows how to use the machine and can teach you.

Now, what happens with new computer owners is they get a little disillusioned after a while. If you get that same straight-faced, non-supportive person whom you might have been able to handle in the beginning, it doesn't work as well because you want empathy now. When the person says, "Look, garbage in, garbage out," that's not what you need now.

What's interesting about leadership style is that you give people what they can't give themselves. What does a person with enthusiasm and confidence but no skills need from you? Direction. If he has neither, he needs both direction and support. If he has skills but lacks confidence, he needs support, and if he has both, you don't have to give him either. So you have four leadership styles and which one you use depends on the skills and commitment of the person.

What's really interesting about this is that all of the *One-Minute Manager* concepts, including situational leadership, are not

something you do to people; they're something you do with people. You could make a mistake after just listening to me by going home and saying: "Boy, I have this super person, Barb, who works with me. I wish I had more people like her. According to Blanchard, I can just delegate." Now you don't go see Barb at all. But she doesn't know why you're leaving her alone. After a while she starts to think you don't care about her and that something must be wrong. And then suppose David is brand new, inexperienced, and you say, "According to Blanchard, I'd better use at least directing and coaching." Now you're in his office all the time working with him. But you haven't told him why you're doing it. After a while what does he think? "He doesn't trust me." And then David sees Barb, and Barb says, "I haven't seen Blanchard in a month."

"No wonder, he's in my office all the time." You could be diagnosing appropriately with both of them, but because they don't know what you're doing, they misinterpret it.

What a difference if Barb and David understand situational leadership and that there are four ways you can supervise them depending on their skills and commitment. Now you sit down with David and say: "David, in most parts of your job I can't really see where you need my help. What do you think about negotiating and delegating leadership styles?"

He knows situational leadership and he says: "I know you're all tied up. I'm doing fine. I'll call you if I need you." Now when you leave David alone he feels fine; he feels confident. In fact, he feels supported by you. If you agree with Barb that you're going to work with her closely on something because maybe she's a little inexperienced in that area, you can make an appointment from 1 p.m. to 3 p.m. for Wednesday and Friday so you can coach her. Now when you show up in her office, she feels fine because she knows that you're trying to help her win.

I want you to understand two things about situational leadership. The first thing is that nobody is a peak performer on all parts of a job. Nobody is an enthusiastic beginner on all parts. It depends on what part of the job you're talking about. So not only is it different strokes for different folks, it's different strokes for the same folks for different parts of their jobs.

It's appropriate to be working one style with one person at one time, but—remember this is a whole developmental model—you don't stay in that style all the time. What you need to do is move as your employees' ability to direct and support their own behavior and their performance improves.

A number of years ago, Paul Hersey and a couple of his colleagues did an experiment with a night MBA course in a college. They had four sections of the same course. They asked the instructors how they taught. Two of the instructors said, "We basically lecture and lead discussions." Lecturing is directing. Discussion is coaching.

We said, "Keep it up, use that style." We taught the other two instructors situational leadership. The class met twice a week for eight weeks. Every two weeks they changed not only their leadership styles, but also the ways their rooms were arranged. The first two weeks the classroom was set up in rows with the teacher in front. We told the teacher he had four three-hour classes to tell that group everything he knew. What leadership style is that? Directing. One-way communication.

The second two weeks when the students came in, the rows were gone, the podium was gone, the chairs were arranged in a half-moon. We told the instructor he could no longer lecture. Now all he could do was lead a discussion on a topic or on some case. Now we move him to coaching because he's leading the discussion.

The third two weeks when the students came in, the half-moon was gone, the class was in a circle, and the instructor was in a circle with everybody else. We told the instructor: "No longer can you lead a discussion, no longer can you lecture. In fact, you can only make two types of comments in here, a supportive comment like, 'Boy, I'm really enjoying this discussion,' or a facilitating comment like, 'Has everybody had a chance to speak?' " Now we move him to supporting. Very little directing, just listening, supporting, facilitating.

The last two weeks when the students came in, the professor said, "I'm writing an article for the *Harvard Business Review*, and there's a lot of pressure on me, so for the next four classes I'm going to be in the next classroom writing my paper. If you need me for any reason, you know where I am, but I don't think you'll need me." Now he went to delegating. He's gone. He's out of the room.

The last day of class we had a secretary come in to all four classes and write on the blackboard, "The professor is sick tonight and won't be here. Carry on as usual." What do you think happened to the students in the classes where the professors lectured or led a discussion all the time? Everybody left. Within five minutes the place was cleared. What do you think happened to the people in the other two classes with the changing leadership style? They stayed. Nobody left. We put a microphone under the table. People said, "What the hell, he hasn't been here for weeks anyway." One of the classes stayed a half hour later than the normal class. How is that possible? The professors gradually turned over the control of the operation to the people they initially were leading. So when they gave a final exam to the students, when they gave an attitudinal exam to the students, when they kept records of absenteeism and tardiness for all four classes, the students in the experimental class knew more, they came, they weren't late, and they really enjoyed it.

What you're really trying to do with people is change your leadership style over time.

If I'm trying to coach Frank to accomplish a goal and I'm using a coaching style, I meet with him twice a week. After a month suppose he really shows me that he's starting to catch on. What leadership style am I going to go to now? I'm going to go to supporting, and I'd say, "OK, Frank, why don't we just meet for lunch once every couple of weeks so you can show me all the good things you're doing." Suppose I do that for a month or so, and he's still doing well. I say, "Hey, Frank, how about a little delegating."

"OK, I'm ready."

"Give me a call if you need me." You're always trying to move forward as they get better.

Suppose Frank is a peak performer and I normally leave him alone, but then there's a problem. His performance isn't as good. What leadership style do you go to now? Should you go back to one and two? Not initially. You go to three. You say, "Frank, I'm a little confused, what's happening?" He knows what's happening. Then you hear the information. If he has the problem under control and identified, then you go back to four. If he doesn't, then together you can decide. Now you start to set up a schedule. "OK, let's meet a couple of times a week." We're working together like

we have some kind of symphony going. I have a goal, and he has a goal. What can you do as the orchestra leader to help him accomplish the goal? When do you ease up, when do you get back in, what do you do? It's exciting and fun, particularly if Frank knows you don't mean him harm and you want him to win. All of your directing in the beginning is not because you don't think he's any good; it's because you think he is good. He just needs direction now.

The difference between Theory X and Theory Y, McGregor's concept, is that Theory X says people are lazy, unreliable, and irresponsible. If I use a directing leadership style with Frank and I have negative assumptions about human nature, I will never change my style because I think he's no good. But if I have Theory Y assumptions, I have positive assumptions about the potential of people to grow and develop. Theory X says that you don't think they have that potential; they're lazy and irresponsible.

The second attitude you need is a high concern for production and people. You have to care about people in production. The third attitude is love. That's an important attitude to have.

Don't get these attitudes confused with behavior. McGregor thought that if you have positive assumptions about people you will always use a participative supportive style, which is sometimes inappropriate. I can be very directive from a very positive assumption because right now the guy's barrel is not full and I need to fill it. McGregor went on to become president of Antioch College, and he went into the job with his positive assumptions about human nature. He believed there was no difference between attitude and behavior; therefore, he used participative management, and the faculty and students ate him for lunch. In his farewell address he said: "I've learned a lot here. One of the things I've learned is that sometimes the boss has to be boss."

It is the same with the managerial grid. They said if you have high concern for people and high concern for production, you are a team manager. Therefore they assumed that that was the best management style. You can care about people on production and leave people alone and get out of their way because they're highly competent, motivated people. That would be impoverished on the managerial grid. But there's nothing impoverished about that. If I care about people on production and they're highly competent and motivated, if I let them alone, the job's going to be done better and they know if I let them alone, I care about them. I can at the same time care about people on production and be very directed because if I'm not, the job isn't going to get done.

It's the same way about love. Dr. Spock said, "If you love your kid, you're always going to engage in loving, supportive behavior." Baloney. There's a difference between loving feelings and loving behavior. Sometimes the best way to demonstrate your love is to provide a lot of direction, structure, and control; otherwise they're going to hurt themselves. Sometimes the best way to show your love is to get the hell out of their way. I want you to understand the difference between attitude and behavior.

We believe in very positive attitudes toward people. Once I sit down and analyze what your goals and objectives are, then you and I together can figure out what kind of supervision and help you need from me so you can win. Suppose Frank needs a lot of direction in one part of his job, but I don't have the skills. What's my responsibility as his boss? To get somebody to work with him because I'm committed to helping him win.

We teach three skills in our new book *Leadership and the One-Minute Manager*. One is flexibility, which means you have to recognize a variety of leadership styles. Suppose you're not flexible. Find a situation that is appropriate for your style. Suppose you like to direct and control. If you are offered a job to take over a well-run college union, don't take the job because you'll be out of there fast. Those good people will kill you because you're going to be in there trying to reorganize them when they're doing just fine. If it's a well-run operation, bring in a very supportive, non-directive person who will continue to support the people in their good efforts. If you're a highly supportive person, don't take over a start-up operation because you're going to go crazy. Start-up has deadlines. It has things that have to be done, and group decision-making does not make it when you're trying to open an operation. You need the biggest, tallest, strongest person in the valley. Once the thing gets going, then you can bring in somebody else. So if you don't have flexibility, make sure you get in the right situation. If you can't get into the right situation, hire people who are different from you to be your key aides. Hire people with a variety of styles.

The second skill we teach in *Leadership and the One-Minute Manager* is diagnostic skills. We go into more detail than I've been suggesting in terms of analyzing development level, which is a function of competence and commitment.

The third skill we teach is what we call contracting for leadership style. You don't make the diagnosis and deliver it all by yourself. You sit around with your people: "Here's the goal. Here's my perception of what you need. How does that vie with what you need?" Suppose Frank and I disagree. He wants to be left alone and I think he needs supervision. Whose opinion do I go along with? His, in the short run, but we put very tight performance standards on him and ask, "What are you going to be able to show me in two weeks, Frank, to suggest you're right and I'm wrong?" I'm going to give him an opportunity to show that he's right and I'm wrong. If in two weeks the performance isn't there, then we go with my judgment. But in most cases, the other person will kill himself to prove he's right and you're wrong, which is all you wanted him to do anyway.

So it's different strokes for different folks depending on what you're asking them to do. And in many ways, it's different strokes for the same folks. You don't say to your person on one of your information desks, "All right, I want you to get your people friendly," and then you disappear. You come back a few days later: "You call that friendly? Look at the sourpuss on her!" The person might not know what to do. After you set a goal you say: "What do you need from me to help you win? My goal is to help you win. My goal is not to sit back and evaluate whether you've won or not." If I'm negotiating with David and Barb and they don't perform well, then I have to take a piece of the action. Do I keep on breaking my meetings with David, or what do I do here, because my responsibility is to help him win. That's what we're really working on.

In the PRICE model, after you've made that agreement, "C" stands for coach, which is the time to implement the leadership style. If I'm going to meet with David twice a week to give him a coaching style, I'd better show up at those meetings.

Finally, "E" stands for evaluate. At the end of the process, I look at how well we've done. We're big believers in graphs. Set up performance graphs and indicate when you're going to check

on people. How often you check on people depends on how experienced each person is. Supervise inexperienced people more frequently, not to catch them doing things wrong, but to catch them doing things approximately right. The better the employees, the more infrequently you supervise them because they can supervise themselves. Give them feedback. If you're keeping data on sales, if you're keeping data on consumption of food, waste, or whatever, keep it on graphs. People love graphs because they're a visual description of where they're going.

Now what are you going to do about all this? After a session like this, a lot of people say to me, "Ken, I'm committed. I'm really committed to being a one-minute manager."

"I'm not concerned about your commitment," I say. "What I'm concerned about is your commitment to your commitment."

People say diets don't work. Diets work fine. People don't work. They break their agreements. How many diet programs do you need to lose weight? Only one that you stick to. How many management concepts do you need to make a difference in your organization? Only one that you stick to. How long would it take to make your college union a one-minute operation? Anywhere from one to five years depending on the size and complexity of your operation. You just don't pop off and say, "Well, let's try this for a month or two. Then let's throw in a little of this."

I am not saying you need to do what I'm saying. I'm saying go out and shop and find something that makes sense to you and then be tenacious in following it through. Peters and I spent four days with the chairman of Dana Corporation and the head of quality control for IBM when we worked with Millikin in Georgia. For four days, the 400 top managers in that company talked about nothing but quality. This is the fifth year in their quality program and they're now seeing major results. But Roger Millikin, who heads it up, is tenacious, absolutely tenacious in following through about quality. I am convinced that goal accomplishment is a function of what the top manager in that particular area will put up with.

The person who is running the union sets the emphasis. That person is the soul of the operation and what you put up with in terms of quality, customer service, or any of your goals is what you get.

S o the real question is: what are you going to do about it? Either you do it or you don't. There is no "try." Try is a noisier way of not doing something. Those of you who are excited about this are going to maybe get some more materials, you're going to meet while you're here with people, and you're going to plan what you're going to do when you get back. You are thinking, "How are we going to get these concepts to other people? What do we need to do?" Those of you are going to *try* are going to go out for cocktails and when you get back you're not going to do anything.

Don't be a seminar goer. Be a seminar doer. If you're a seminar goer, you're like the guy climbing a mountain. He falls over the side, he grabs a branch, and he's holding on for dear life. He looks down about 1,500 feet below to the rockbed valley, and he looks up about 20 feet from where he fell off. He starts to yell for help: "Help, help, is there anybody up there?"

A big booming voice comes down and says, "Yes, I will help you if you believe in me." How many of you believe in what I've said?

"If you believe in me, let go of the branch and I will save you." What's the branch? All those other ways you've been behaving in the past.

So the guy goes, "Is there anybody else up there?"

Current legal issues in personnel

Donna Colianni, Attorney at law

The range of labor and employment laws covers the whole spectrum of everything from unions and organizing to a worker's compensation claim and everything in the middle: hiring, firing, how to discipline employees, how to calculate wages and hours, what regulations apply to public sector and private sector employers, and does it make any difference in terms of how employers treat their employees as to whether they are a public sector or a private sector entity. The area of labor law covers such a vast number of topics that to cover them in any detail would be virtually impossible.

With a basic fact pattern, a situation that anyone might encounter, any day, any time in the employment context, and then through variations on that fact pattern, we can explore some of the things that have been happening in this area of the law. Our story involves several characters who work in a college union. First is everybody's favorite, Big Lee. A physically intimidating hulk of an employee, he is also the center on the football team, and he's very popular with the students as well as with other employees. A very charismatic guy, he always has football tickets and he's always giving them out. He's a part-time student employee. Harrison, the manager of one phase of the operation, is Big Lee's immediate supervisor. Harrison isn't physically intimidating. He's a rather small man, and he reacts to Big Lee's physical presence by asserting his supervisory prerogatives and directives. Twyla is the overall manager of the whole student union. Twyla is small in stature, but she's very gregarious, very personable, and she's an avid football fan. We also have Norma Rae, but Norma Rae needs no introduction. The setting is Megabucks University, a private

institution whose motto is, "If you can afford us, we can accept you."

Harrison and Big Lee are discussing an assignment in Harrison's office. Although no other employees are present in the office, the door is ajar and those working just outside the office can see and hear everything that goes on inside. Jabbing Big Lee repeatedly in the center of his chest, because poor old Harrison can't reach any higher, Harrison emphasizes that Big Lee is going to do what he's told, when he's told. That's it. Annoyed, Big Lee looks down, brushes Harrison's hand aside, and causes Harrison to lose his balance. Harrison stumbles backward into his desk. Big Lee leaves with the announcement that he doesn't have time for this nonsense; he has work to do and he's going to do it. Having regained his balance, but not necessarily his composure, Harrison follows Big Lee out the door, shouting, "I tried to be nice to you, you big, oversized lout, but you wouldn't let me. Now you're through here. Get out! Now!" At this, Big Lee stops, turns, and takes a step toward Harrison. Harrison backs away: "Take one more step toward me and I'm going to call security." Big Lee shakes his head, looks around him at the other employees, shrugs his shoulders, and leaves. Harrison, now aware of the curious stares of the onlookers, shouts at them to get back to work and retreats into his office, closing the door for privacy, and sits there trying to figure out what he's going to do about all of this.

Twenty minutes goes by and Harrison has figured out what he's going to do. He writes a memorandum to Big Lee's personnel file describing the incident and stating that Big Lee was summarily discharged for being incredibly insubordinate and refusing to follow the instructions of the supervisor. Clearly, Harrison has to maintain control in front of the other employees. In the face of such gross insubordination, he had no choice but to terminate Big Lee on the spot, and that's what his memorandum said.

Feeling a little smug about having the situation under control, Harrison walks out of his office. What he sees is most disconcerting, for he sees no one—no employees, no students, no customers, no one. Curious about what's going on, he walks toward the front of the building. As he approaches the door, he can see through the windows and what he sees is even more disconcerting. Students, employees, and Big Lee are walking back and forth in front of the entrance to the building with signs that read, "Harrison unfair." As Harrison walks out, he's greeted by chants. The employees and the students start shouting, "Harrison unfair, Harrison unfair, rehire Lee, rehire Lee."

He's taken aback by all this and doesn't know what to do. All of the employees are out there. He rushes back in and over to the bookstore area of this large building where he grabs a notepad and a pen off the shelves, and he goes shooting back out those front doors. He starts taking notes, standing back, figuring out who's there and who's not. He's interrupted by a meek little voice that says, "What's going on here?"

Annoyed with the interruption, Harrison snaps back, "You tell me, lady." He looks up, and who is he talking to? Twyla, his boss and the manager.

Realizing that he's just made a critical mistake, Harrison slumps to the ground and sees his promising career pass right in front of his eyes.

Twyla has just come in to work on a Monday morning and encountered this mass demonstration in front of the college union. She has no idea what's going on, but she has to do something. The question is, what? The worst that can happen at that point is to have numerous lawyers involved in this situation. The last thing anyone needs is lots of lawyers complicating all the issues. She wants to avoid that. She has a demonstration on her hands; she doesn't know what's going on; she sees signs saying that Harrison is unfair to Big Lee; and she sees Harrison taking notes. Nobody is in the building to run the operation because everybody's out on the front walk. If she looks at Harrison and says, "You're fired," will that do her any good? No, because then Harrison would have a lawyer too, if not two or three or four. What if she says, "Get back to work now and we'll work this out. If you don't get back to work now, you're fired"? That approach will also involve more lawyers because it isn't just a wrongful discharge; it's a violation of statutory rights as well.

Private, concerted activities

Private sector and public sector employers have something that governs their operations that is very similar to the National Labor Relations Act, which sets out certain protections for employees. Employees have the right to engage in protected, concerted activities. Employees have a legal right to get together, go out on strike, and picket in front of an establishment. They cannot be fired for exercising that right. If Twyla fires them, she will have to deal with, if she's in the private sector, the National Labor Relations Board and its contingent of attorneys. If she's in the public sector, she will have to answer to a public agency with its contingent of lawyers. On top of that, the employees are going to react negatively to what is an overhanded, overbearing approach to this matter. She's alienated the employees, she's violated their rights, she's given them legal cause of action against her, and she's got not only the government but lawyers against her. She cannot say, "Come inside or you're fired."

She can take a somewhat conciliatory approach, try to find a leadership figure in the demonstration who can represent the employees, and make a pitch to that representative. Instead of saying, "Get back to work or you'll be fired," she can say something along these lines: "Look, I don't know what happened, I just got in. I'm not really certain, but you're not doing anybody any good out here. When you're out here, you're not making money and we aren't providing the services that we're here to provide. Everybody is suffering. Why don't we get everybody back to work and then we'll sit down and work it out. And incidentally, if that's not agreeable to you, I have to tell you that I have to keep this operation going. If that means hiring people to replace all of you who are out there demonstrating, then that's what I'll do. I don't want to do it, but that's what I'll do. I have to provide these services."

That is not a veiled threat because it seems to be working with labor unions. There is a semantic difference between saying she's going to fire an employee, which is unlawful, and saying she's going to replace an employee. In the latter situation, she's talking to a representative of the employees, laying out facts. The fact is that, as a management person, she has the right if not the obligation to continue her operation. She must let the employees know that, she must let the employees' representative know that, and she can't be hesitant about that; otherwise she may lose the respect of the employees and her control over the situation. The employees have to know the adverse consequences. If she sits

down and presents it to them in that manner as opposed to a threat,they should understand that it is not only in her best interest as the management but also in their best interest to get back to work and to attempt through formal procedures to work out a resolution to the situation. Even though she has in a way threatened them with their jobs by informing them that if they stay out, they will be replaced, she has done it in a positive manner, and she's likely to get the employees coming back in to work.

If just one employee was picketing, that employee arguably would not have protected, concerted activities. However, the Supreme Court and the National Labor Relations Board and other agencies vary on the definition of protected, concerted activities. In one instance, they will say concerted activities do not exist unless two or more employees are participating. One employee doing something is not concerted, not protected, not covered by the law, and Twyla could fire the sole striking employee.

In the late 1970s, the National Labor Relations Board decided if one employee is pursuing some cause that is of general concern to a group of employees, then that employee, although acting on his own, is acting arguably on behalf of other employees. They have called that concerted activities. In the last two years, it has been a tossup. In the case of a sole striker, be conservative and treat it as though it were protected, concerted activities. Anything having to do with an employee or group of employees getting together for purposes of discussing or improving or affecting wages, hours, or other terms and conditions of employment would fall under the protection of the law. Most institutions are probably covered by state laws patterned after the National Labor Relations Act. Virtually all states have similar kinds of protections. This one instance is clearly a case of insubordination. But the employee has an absolute right at that point under those circumstances to be insubordinate.

Picket line misconduct

Now let's take a variation of this fact pattern. One of the employees on that demonstration line is carrying a picket sign. Twyla asks, "What's this all about?" The employee slams the picket sign into Twyla's head and says, "That's what it's about, lady" and keeps walking. That is picket line misconduct and goes beyond protected activities.

It isn't always easy to prove picket line misconduct because courts typically feel that in the context of strikes the parties get a bit carried away. There have been cases where striking employees have hit supervisors and co-workers, and although they were prosecuted criminally, the companies were forced to rehire them because that conduct wasn't so outrageous on the picket line under the circumstances as to warrant dismissal. (The employees were then dismissed because they were unavailable for work because they were serving jail sentences.) These issues are not clear-cut.

Permanent replacements

Under the National Labor Relations Act and parallel state laws, Twyla may not terminate an employee for engaging in protected, concerted activities, including strikes. She may, if it is what's known as an economic strike, permanently replace the employee. What is the difference between out-and-out firing and permanently replacing? Not a lot. The terminated employee's relationship with the employer is severed. The permanently replaced employee no longer works for the company, no longer gets paid, has been replaced, and there's someone else doing his or her job. But the permanently replaced employee has one right that the terminated employee does not have: the right to be placed on a waiting list for the next job opening. In strike replacements, fewer than 10 percent of the replaced employees get their jobs back. There is really not a great deal of substantive difference between terminating an employee and replacing an employee. However, if Twyla goes out to that line and uses the wrong language, there's a lot of difference because the terminated employee can go to the National Labor Relations Board, the appropriate state agency, or the courts and file charges or initiate a suit against her for terminating employment in violation of statutory rights.

If the case drags on for four or five years, and ultimately Twyla loses, she is responsible for not only reinstatement but also back pay. If she had used the right language and said she was permanently replacing the employee and the employee tried to go to the state board or the courts, the court or the board would say, "She had a right to permanently replace you." On the one hand, there's virtually no difference between firing and replacing, but if Twyla slips up and uses the wrong terminology, there's a lot of difference.

Dispute resolution procedures

Twyla's next step is to find out precisely what happened. She has to know exactly what transpired between Big Lee and Harrison, how the other employees found out, and exactly how all this relates to other things that may have happened. She has to find out if there may be some problem with Harrison as a manager. His behavior in this context certainly doesn't suggest that he's very good at dealing with people, so that leads to an additional level of things that she must do. In this situation, would the employees have walked out and started demonstrating if there had been a dispute resolution procedure in place at this operation? The charged atmosphere and the emotional level that would lead to such a spontaneous and drastic action usually do not exist if there is an effective way for employees to deal with issues that arise. Most employers have some form of dispute resolving procedures. The problem is whether or not they are effective. I often advise clients who are instituting dispute resolution procedures to find some way of having an employee file a grievance so that they can demonstrate that this procedure actually works. If the employees see that the procedures do work and that management has a commitment to them, they probably will never see a spontaneous reaction. Some employee will say, "Wait a minute, let's give them a chance. Big Lee, go down and file a grievance and let's see what happens." Then if they don't like what happens, they always have the option of walking out. Chances are if they have the sense that there's an effective ear in management they will usually use that because nobody really wants to strike.

Union activities

The next situation shows the employees demonstrating on the sidewalk, which is a protected, concerted activity because there are at least two of them. Twyla, in an attempt to be very conciliatory and in an attempt to get everybody back to work, asks them what they're doing.

Before Big Lee can respond, Norma Rae steps up on her soapbox and says, "We're mad as hell and we're not going to take this anymore, and we've done something about it."

Twyla asks, "What have you done about it?"

Norma Rae: "We've talked to the Teamsters, and we're going to bring the Teamsters in."

Twyla: "Who talked to the Teamsters? What did you say? What did they say?" Natural response.

Norma Rae says, "Big Lee and I are organizing this; you just fired Big Lee."

What does Twyla do at this point? If she's smart, she goes to law school because she's not going to be able to afford the lawyer's fees. Twyla is doing something that, under the law, is impermissible. She had the audacity to ask the employees what's going on. That is unlawful and an unfair labor practice. Most state statutes are patterned after the National Labor Relations Act, so everything in the context of the National Labor Relations Act usually applies to the various state laws.

Twyla is a manager, and because of her position, she's very intimidating. The Board and the courts look at that kind of situation and say, "The only reason Twyla would ask about union activities or about what the employees were up to and who was doing it is because she wants to fire them." Probably that isn't the reason at all. Chances are she just wants to know what's going on. It's a natural response. The employees are up to something. How can she deal with it unless she knows what's going on? But the Board and the courts say she cannot ask.

Further along in this situation, she probably will have enough incidences of unlawful interrogation to constitute what's known as a chilling effect on the rights of the employees to engage in protected, concerted activities. Twyla may not fire the employees now, but at the back of their minds they know she's going to fire them eventually or she's going to not promote them, or she's not going to let them have overtime, or she's going to give them nasty evaluations. As an employer, she has no reason to know why her employees are unhappy.

Assume that Twyla is not out on the picket line and that things have calmed down. Twyla happens to walk by Norma and Twyla says: "Norma would you step into my office? I want to talk to you about all this."

And they step into the office. According to the courts, that is not permissible. Do not ever take an employee aside and talk about unions and protected, concerted activities in a private office because the court sees the office as an intimidating environment. You may not ask people questions about union activities.

That doesn't mean that you can't listen if they come up to you and start talking. If Norma says, "Hey, Twyla, we've got to talk about this," Twyla can listen, but she can't ask for details. She can't say, "Who was at the union meeting?" But Twyla can listen. And Norma Rae can sit there and talk from here to eternity and that's perfectly lawful. Twyla can start a conversation. She can say anything like, "I'd like to talk to you about this union deal" or "I'd like to talk to you about what's going on." She can initiate a conversation, but she can't ask questions and she can't initiate a conversation in her office. Again, if she's in her office talking to an employee and the employee starts to talk about the union, they can continue.

Mixed motive discharge

In the next situation, Harrison is aware that something is going on with the employees. Funny little cartoons depicting management in a less-than-favorable light start appearing on employee bulletin boards and by the cash registers. Employees who normally don't get together are talking, becoming silent when Harrison walks up. Employees start talking about rights and asking questions about policies and procedures and how their overtime is calculated. They talk about the National Labor Relations Act, the Fair Labor Standards Act, and all the things that employees just typically don't bring up. Harrison, being the bright person that he is, looks at all these events and says, "Hmm, something's going on here. They haven't talked to me about it, so I'll talk to them about it." So he calls Big Lee into his office and he wants to know what the employees are up to and who's behind it. Big Lee doesn't like this.

Lee stands up, knocks Harrison aside, and walks out of the office. Harrison again follows him, shouting, "Clear out your stuff. You're fired!"

An employee has been dragged into a managerial office and has been questioned about protected, concerted activities. However, Big Lee has knocked down his supervisor. On the one hand, Harrison has acted improperly. On the other hand, Big Lee has acted improperly. This situation, assuming that Harrison tries to terminate Big Lee, is a mixed motive discharge. The Board or the courts have to decide the motivation for this discharge. In situations where there is even a hint that something improper may have come into the motivation, the courts will likely reverse the termination and order reinstatement with back pay three or four years later, which involves a great deal of back pay. If, instead of just pushing Harrison aside, Lee had cold-cocked Harrison and said, "You little twerp, I've been waiting to do this ever since I started working here," Lee could be immediately discharged.

When Harrison gets knocked out of the way by Big Lee, it doesn't matter whether just the two of them are present or 20 people are present. The legal result is going to be the same.

Sexual harassment

In the next scenario, Harrison now is the avid football fan. He calls Big Lee in to his office, as he does frequently these days, just to chat. In the course of the conversations, he usually talks about how much he likes football, how much fun it is to watch those football players prance around the sidelines in their tight uniforms; and if Harrison could have his dream of dreams, he'd be able to get tickets for all the home football games on the field level and access to the locker rooms. He tells Big Lee there's a promotion at the bookstore, and lets Big Lee know that he is thinking about maybe promoting him.

This is clearly sexual harassment. It doesn't matter whether it's male/male, female/male, or female/female. That kind of offensive conversation or innuendo is under the protection of most of the laws. Many states do not have specific protection for discrimination based on sex, but courts do in the context of a wrongful termination action. It doesn't matter that it's not necessarily directed at Lee because Harrison hasn't asked anything of Lee; it's just offensive in that context.

Now assume that, instead of a plain office, Harrison's office is decorated with posters of male exotic dancers. Big Lee goes into the office and is confronted with these posters. Harrison may not say very much, but any time things of a sexual nature are allowed in the work place a potential problem exists because so many people can take offense and feel uncomfortable in that kind of environment. The same thing occurs if women in an office put up

posters of exotic male dancers or if men in offices put up *Playboy* posters. Any company or organization that allows that to go on is asking for a sexual harassment suit. And sexual harassment suits are very hard to defend. If a manager is accused of sexual harassment, his or her whole life is an open book and he or she cannot walk away from it.

New developments in the sexual harassment law have been taking place in the Midwest. In the past, an employer's liability on sexual harassment depended on the employer having actual knowledge or constructive knowledge—if the employer knew or should have known that sexual harassment was taking place. If a woman or man who was subjected to sexual harassment said nothing, just endured and finally quit, and then brought an action for wrongful termination based on sexual harassment, the employee would not prevail against the employer because the employer didn't know or shouldn't have known. That has changed according to one of the circuit courts.

In the context of sexual harassment, the federal court of appeals came up with the rule of strict liability. Strict liability usually is used in product liability cases and means it doesn't matter if the employer knew or should have known. It doesn't matter that the employer failed to take remedial actions. In the past if harassment came to the employer's attention and the employer took remedial action, then the company could escape liability. With strict liability this is no longer true. If sexual harassment by supervisors and managers exists in the work force, the employer is liable.

Sexual harassment among employees is still an open question; the employer can escape liability for that unless he or she has actual or constructive knowledge. This opinion is a split in the circuit courts; some areas of the country are governed now by the strict liability rule and other areas are not. A final determination on this law probably won't occur for another three to five years when the case gets to the Supreme Court.

To be prudent, no matter where you are, no matter which district you're in, approach these issues from the basis of strict liability. The rationalization of the court is that sexual harassment has to do with opportunities in the work place, and that since it does tangentially involve the employment relationship, that is enough justificiation to make the employer strictly liable. This is going to make it imperative for companies to have expressed, stated policies prohibiting sexual harassment, notifying employees of how to report it, and setting up procedures separate from the grievance process, which by its public nature may deter employees from reporting cases. Employers may have to develop completely separate procedures for dealing with this problem. The rationale for making harassment a strict liability situation is to put the onus on the employers to prevent it as opposed to sitting back and reacting to it when it happens. And when an employee reports sexual harassment, the employee who complains is usually the one terminated.

Wrongful termination

In the last scenario, Big Lee had been terminated summarily. With regard to due process rights, it is an advantage to work in the public sector because wrongful termination actions in the public sector are frankly easier to deal with and due process rights have attached to public sector employment. A lot of governmental regulations apply to public sector employment.

An employer who wants to terminate someone uses progressive discipline. When the last level is reached, before the employee is terminated, the employer gives the employee a notice of the intended action, copies in writing of everything upon which the action is based, a reason in writing for this action.

The employer also must give the employee an opportunity to respond either orally or in writing to whomever it is that is imposing this action, which helps upper management find out what's actually going on. In the private sector, employers have not had to follow principles of due process, resulting in a lot of arbitrary terminations, which has in turn resulted in the emerging area of wrongful termination suits.

To avoid wrongful termination suits, take a very conservative approach. If you are in the private sector, look to the public sector. It doesn't take much time in a discipline or discharge context to accord the employee with what are known as minimal due process rights. Know how to develop a paper trail and how to set down solid reasons for a discharge. California has recently passed legislation requiring private sector employers to provide terminated and disciplined employees with written notice of the action and the reasons for it as the first step toward imposing by law due process requirements on private sector employers.

Eighteen causes of action result in wrongful termination; all of them apply in California and at least 15 of them apply in other jurisdictions.

1. Breach of a collective bargaining agreement. A collective bargaining agreement sets out procedures for discharge and discipline and provides that an employer may discharge an employee only for good cause. For example, an employee is late to work. The employer hasn't documented that the employee has been late in the past and decides she's had it; she has given the employee every opportunity. She fires the employee, but she forgot to give written warnings under the contract, forgot to follow up progressive discipline. Wrongful termination, breach of the collective bargaining agreement, federal court action.
2. Breach of a written employment contract. Many people who work for public universities and private universities have employment contracts. These employment contracts provide that people are employed at the pleasure of the board of directors or the trustees, etc. An employee terminated in violation of the provisions of an individual written employment contract has a cause of action for breach of that contract. A written contract need not look like a written contract. A written contract can consist of a set of employment policies and other rules and procedures adopted by an employer that are handed to an employee when he or she walks in the door. A court can find a written employment contract where none in fact was intended.
3. Breach of an employer's written employment policies. A large bank in California recently had an elaborate system for evaluating employees and for discharging and disciplining employees. However, an overzealous manager decided to throw out the whole policy. She summarily terminated a 15-year employee without following the bank's own internal procedures. If the bank had followed its procedures, it probably could have fired the employee in six months. The manager didn't want to wait six months, so it cost the bank about $250,000 to settle the lawsuit. If you have policies, follow them.

4. Breach of an oral employment contract. Al is working for someone. Joe comes out and talks to Al about a job that Joe has open and entices Al away from his current employment. Al gives notice to his employer and reports to Joe on Monday morning. Joe says, "I feel bad about this, but we just declared bankruptcy. I don't have a job for you." That's actionable. Courts will look at that and say, "The employee that Joe enticed away from a paying job acted to his detriment on Joe's representations of having a job for him." Also be wary of the situation where someone makes representations that should not be made: "You'll have a job here as long as you want it." "Do a good job and you're here forever." It's nice encouragement to the employees, it's positive personnel relations. However, if the employee doesn't work out and six months later gets fired, that person can come back to the employer and say, "You said I'd have a job here for life." Obviously nobody meant that, but the courts are taking those kinds of things seriously.
5. Breach of federal law Title 7. Discrimination: race, color, religion, sex, national origin.
6. Breach of federal law 42 USC 1981 that prohibits discrimination on the basis of race and national origin. Those last two sections overlap, but they are distinct.
7. Breach of another federal law, age discrimination in employment, for 40- to 70-year-olds. If you replace someone in this age group, make sure you don't have a pattern of firing people in that age group and replacing them with younger people. If you justifiably fire someone in that age group, but you happen to replace them with somebody younger, that is prima facie evidence of age discrimination, which in federal court is an uphill battle.
8. National Labor Relations Act, which involves two phases. An employer cannot fire, discharge, or discipline an employee because of the employee's protected, concerted activities. The other edge to that involves union membership. Employers cannot fire employees on the grounds that they've joined a union. There is an exception to this if a collective bargaining agreement has a union security provision, which is an agency fee provision that requires members of the bargaining unit to pay an agency fee to the union to defray the costs of collective bargaining, contract administration, and grievance administration. Agency fees are usually precisely equal to membership fees. If employees refuse to pay an agency fee and the union goes to the employer and says, "They aren't paying their fee, fire them," the employer must fire them. The same reasoning applies if a company has a union shop agreement whereby people must become and remain union members. If an employee drops membership in the union and the union comes to the employer and says, "Joe isn't a member of the union anymore, we want him fired," the employer has no choice. An employee cannot be fired because of union membership unless he's fired because he's not a member of a union.
9. Breach of federal law. The Vocational Rehabilitation Act of 1973 prohibits discharge and discrimination by federal contractors on the basis of physical handicap and mental limitations, and under federal law virtually anything is a handicap.
10. Breach of federal law, discharge based on military service, or discharge based on garnishment for any one indebtedness. Those are impermissible.
11. Breach of no retaliation statutes. Most workers' compensation statutes, for example, have a clause that prohibits termination and retaliation for filing a workers' compensation claim. There are also laws which prohibit retaliation for filing a charge with the National Labor Relations Board, with the Fair Labor Standards Act, with the Department of Labor, or with the Division of Labor Standards Enforcement. Employees may not be fired in retaliation for filing anything to protect their rights.
12. Breach of state law. Most state laws have parallel provisions on race, creed, national origin, and sex, and a lot of them have statutes on marital status and similar characteristics. Check your own state.
13. Usually state laws exist on age discrimination, so an employer who discharges someone in the protected class is potentially violating federal law and state law.
14. In California, Illinois, and many other states, it is unlawful to discharge or discriminate against anyone for pregnancy, childbirth, and related medical conditions.
15. In California, a specific labor code section prohibits termination, discharge, or discrimination of any employee based on a work-related injury.
16. California and 17 other states have an absolute prohibition on terminating an employee for refusing to take a lie detector test.
17. Most states prohibit terminating an employee for engaging in a political activity, and in California, although not in most other states, for sexual preference. However, transsexuals are not covered by sexual preference statutes. A recent case out of the 5th Circuit Court involved a male airline pilot who became a female. When he became a she, the airline fired her. She went to federal court, and the federal court said, "We don't find any discrimination on the basis of sex. There was no intent in any of these statutes to protect transsexuals, and as far as the sexual discrimination claim, the airline has not discriminated against you on the basis of sex. You may appear to be female, but based on your chromosomes, you're a man. No sex discrimination."
18. Breach of state law. All states have provisions that specifically prohibit employers from terminating employees for making safety-related complaints. An employee who complains to OSHA or to a state occupational health and safety agency, cannot be fired in retaliation.

Congruence measures as a medium for structuring the art of compromise

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An assessment of the atmosphere surrounding the current changes in higher education is found in Robert Shaffer's introduction to *Administration and Leadership in Student Affairs*. He states that

> *not only will goals and specific purposes be re-examined, redefined, and restated, but also . . . organizational structure and functions . . . to attain greater effectiveness. These steps will be taken in the midst of such countervailing forces and confusion as to create suspicion, fear, antagonism, and perplexity. What was long considered good and proper may be challenged as no longer even being worth doing. . . . The situation mirrors the confusion surrounding the social, economic, and political problems of American life in general. In another sense, however, the situation reflects the self-doubt and failing leadership of institutions of higher education. (1983, p. iii)*

This soberly accurate description of the prevailing atmosphere in society and higher education should awaken even the soundest sleeper to the need to end traditional attitudes of interdepartmental separatism and elitism and foolish confrontive and competitive administrative/programmatic practices.

This paper explores a workable cooperative model and discusses basic concepts and patterns of thought that can help set the goals and priorities that guide daily activities within campus community environments. It begins with a description of the evolution of two major theoretical knowledge bases basic to management and student development. Then a vehicle to assist individuals in assessing personal and organizational philosophical profiles will be introduced in preparation for identifying and addressing process issues.

About 30 years ago, student affairs professionals began to use an administrative theory called the Student Personnel Approach. One leg of this administrative approach is firmly set in the theory of *in loco parentis* and the other leg in a highly bureaucratic structural approach. At the same time, the research foundations of student development theory began to be laid. Once practitioners began to translate theory into specific programmatic approaches, the speed of transition was exacerbated by the results of the baby boom, Vietnam, a new sense of social consciousness on the part of students, and the 26th Amendment. Indeed, the 26th Amendment and subsequent granting of "age of majority" status to 18-year-olds sounded the death knell for *in loco parentis*. As adults, students have the same rights and freedoms as any citizen, and colleges can no longer act in the place of parents.

In contrast to the Student Personnel Approach, student development has one leg set in the contract theory of higher education, which holds that students agree to abide by rules, regulations, and standards set down and published by the college and the college in turn offers instruction and confers an appropriate degree. Schools have the duty to care, not control. The other leg of student development is set in the view that students should be active participants in their total educational process.

Burns Crookston observes in his article "An organizational model for student development":

> *The principal differences between the student development idea and the old student personnel philosophy rests in (1) doing away with the term "student personnel," which has always been a descriptive anomaly, and (2) asserting that student development is not merely complementary or supplementary to the instructional program; it is a central teaching function of the college. (1983, p. 307)*

The following is a comparison of the key behavioral orientations descriptive of the student personnel and student development methodologies (Crookston, 1983, p. 307):

Student Personnel	**Student Development**
• Authoritarian	• Egalitarian
• Reactive	• Pro-active
• Passive	• Encountering
• Remedial	• Developmental
• Corrective	• Preventive
• Controlling	• Confrontive
• Cooperative	• Collaborative
• Status Oriented	• Competency Oriented

In a keynote address at the 1974 ACU-I conference, Crookston advised union professionals who spend more than 25 percent of their time "managing" to re-examine their priorities (Crookston, 1974, p. 37). This labeling of certain activities as management and subsequent limitation of their exercise to as few as two hours per work day can be a major pitfall for student life professionals. The existence of a manager/educator dichotomy is a myth. Personal attitudes toward human development potentials significantly influence the actualization of personal as well as organizational goals.

During a recent telecast on Public Broadcasting of "In Search of Excellence," authors Thomas J. Peters and Robert H. Waterman Jr. observed that during the decades following World War II success in business had little relationship to the techniques used in dealing with employees or customers; anyone could make money. Much the same phenomenon existed in education. Burgeoning enrollments and booming economies brought resources and growth to campuses with little regard for the way students, faculty members, support staff, and the public were treated. Tried and true bureaucratic controls were employed in an attempt to meld the lofty ambitions of "the academy" with those of the "big busi-

nesses" and "government agencies" that many institutions were destined to become.

The bureaucracy is a highly developed system which has, as its downfall, a basic mistrust of individuals' ability to do things right for any length of time. At the beginning of organized production, it was believed that an owner possessed the right to make all decisions. Owners decided what to make, how to make it, and when to make it. Workers were unskilled and thought to be unable to learn anything beyond a few simple tasks. It was believed that workers did not motivate themselves, and problems were solved by eliminating the source, the dolt (Borland, 1983, p. 33), who was dishonest, lazy, or weak; structures and plans were rigidly enforced. Scientific management, the elements of which remain today, addressed the owners' concerns about efficient production of products. Wasted motion was eliminated; production quotas were established; formulas for rewarding behaviors valued by the owners were developed; and unity of command, specialization, and vertical chains of communication were established as important principles.

The search for the "one best way" continued and, quite by accident, a human dimension beyond the dynamics of obedience was discovered. While fiddling with light levels to see how they affected production rates, researchers found that the fiddling, not the amount of light, caused increases in production (Newton & Caple, 1983, p. 86). However, this only happened up to a certain production level. The attention of the researchers had initially encouraged more work, but employees were found to have formal agreements about the extent to which they would increase their capacity. After this initial revelation, the "human relations" school emphasized training techniques and counseling interventions designed to help employees adapt so that they could be of most value to the organization (Whyte, 1956, p. 41). Although this approach has been disproved, it continues to be used in some quarters.

Attempts at explaining the effects of organizations on people led to the position that organizations could be understood only by viewing the behavior of individuals as they grouped together. Studying the informal structures that emerged suggested ways of adjusting conditions that could lead to satisfied workers (Newton & Caple, 1983, p. 86). In 1957, Argyris defined an organization as "all the behavior of all the participants in a group undertaking" (Koontz & O'Donnell, 1978, p. 17). These ideas set the stage for movement toward recognizing interactive processes as significant influences on goal achievement and employee satisfaction. McGregor's Theory X and Theory Y suggested that managers' attitudes toward their workers usually set up self-fulfilling prophecies. Argyris went one step further in his Factor A and Factor B analysis by stating that behaviors as well as attitudes played a significant role.

Bureaucracy is designed to make behavior predictable by placing constraints on the alternatives available for subordinate action. Research indicates that close supervision, especially in jobs requiring skill and knowledge, do not support levels of satisfaction conducive to achievement. Bureaucracy has emerged as a kind of indirect supervision where constant control can be exercised without the need for actual supervisors; specialized role prescriptions, rules, procedures, and reward systems are set up so that they are uniform, impartial, and impersonal. The manual replaces the owner as an all-knowing and all-seeing authority figure. As this form of structure developed, most of the psychosocial discoveries were ignored. Bureaucracy has become the pervasive manifestation of the antiquated belief that people are not worthy of trust and cannot grow (Borland, 1983, p. 38). The bureaucracy is notoriously inefficient and unresponsive. Kanter has described organizations that possess such attributes as "segmentalist" in nature (Kanter, 1983, p. 32).

The recent trend toward preventive medicine and holistic health practices has publicized such risk factors as smoking, poor nutritional habits, drugs and alcohol, and lack of routine vigorous exercise. In her book, *The Changemasters,* Kanter cites a number of risk factors for organizations, most of which are easily detected in the bureaucratic approach. In humans the risk factors are related to the end of life. Most contemporary management writers agree that many practices that characterize bureaucracy place organizations in extreme jeopardy. The following lists compare words used to describe this self-destructive form known as bureaucracy and words that research has shown to offer some hope for the future:

Bureaucratic	**Organic**
• Autocratic	• Equalitarian
• Maintaining	• Exchanging
• Unyielding	• Innovative
• Indoctrinating	• Participative
• Imposing	• Considerate
• Confining	• Empowering
• Isolating	• Integrative
• Hierarchic	• Meritocratic

Comparing the constraining elements on the left with the characteristics of "open systems" listed on the right requires a shift in perspective not unlike that which has changed our views on personal health. Making lifestyle changes that leave the organization less vulnerable to inevitable internal and external forces seems preferable to the atrophy and eventual death that will result from perpetuation of practices that have repeatedly been proved ineffective. The point is that the individual and the organization have control over key determinants of effectiveness and can significantly influence final results. Kanter suggests that a "parallel organization" be put into place alongside the bureaucracy to offer a dietary supplement of modern and effective techniques which have been proved effective in nurturing innovation, maintaining flexibility, managing change, and ensuring responsiveness to the environment. Only about 5 percent of organizations are in the forefront of this effort, but their ability to achieve their goals in human and monetary terms has been exemplary (Kanter, 1983, p. 55).

An understanding of where you and your organization stand on the philosophical issues mentioned in this article is essential if you expect to survive and maximize your effectiveness now and in the future. Student life professionals and students can use the "Self and Organizational Assessment" instrument found in Appendix A or a similar device to begin discussion about the issues affecting cooperation. The self-assessment should accurately reflect the individuals' feelings that are demonstrated by their behaviors in group situations; the organizational assessment should be a representation of the perceived climate.

After completing both the Self and Organizational Assessments, add the number of circled letters in each column and apply the following formulas:

- Number of m's X 1 =
- Number of n's X 2 =
- Number of o's X 3 =
- Number of p's X 4 =
- Number of q's X 5 =

Enter the appropriate score in the space provided for subtotals at the bottom of each column. For example, if you circled three o's in Self-Assessment A, you would enter "9" at the bottom of the column (3 X 3 = 9). Now add the subtotals for each letter and write the sums in the blanks provided for Overall Totals Self-Assessment A & B. Do the same for Overall Totals Organizational Assessment A & B. For both the Self and Organizational Assessments, add the five Overall Totals and write the sum in the blanks labeled Grand Total.

To use the information gathered by the Assessments, first *subtract* the smaller Grand Total from the larger. The result will be a measure of the *congruence* that is perceived to exist between the individual and the organization. A differential of 0 to 15 indicates that personal behavior is quite congruent with the organizational climate; 16 to 45 = somewhat congruent; and 46+ = incongruent.

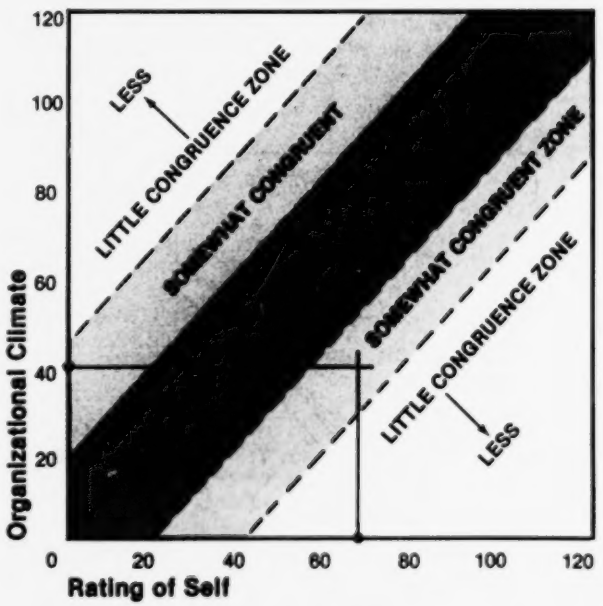
Next add the Grand Totals to find the *dominant style characteristic*. A score of 0 to 60 indicates the predominance of student personnel and bureaucratic practices; 61 to 120 = a mixed situation; and 121+ = preference for student development and organic management approaches.

In each case, the data can be plotted on a grid to describe relationships visually for the purpose of stimulating group discussion. The step-by-step procedure is as follows:

1. A personal score of 62 would be marked on the horizontal axis; an organizational rating of 40 would be marked on the vertical axis.

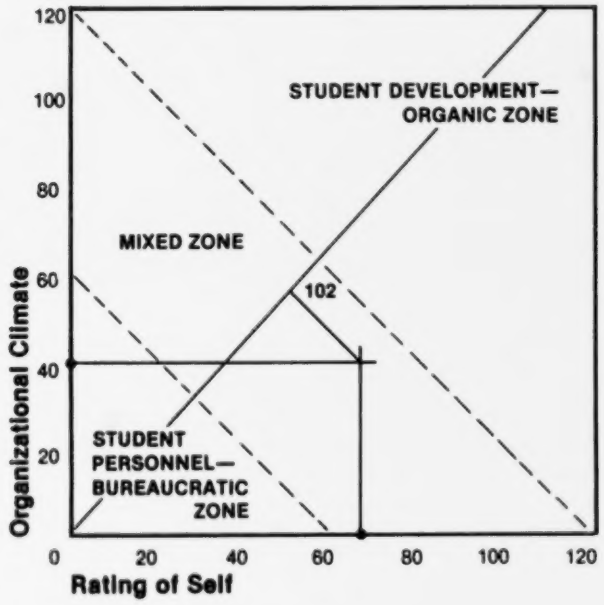
2. Extend perpendicular lines from the plotted points on each axis until they intersect; label that point with the number that represents the difference between the two ratings.

3. Extend 45-degree angle lines from the 0, 15, and 45 points on each axis to define the congruency ranges. The 0 diagonal represents the intersections that would occur if there were a perfect balance between individual philosophies and organizational practices; up to 15 = reasonably high agreement; the 16 to 45 level = somewhat less; 46 and above = a mismatch that could result in uncooperative attitudes.

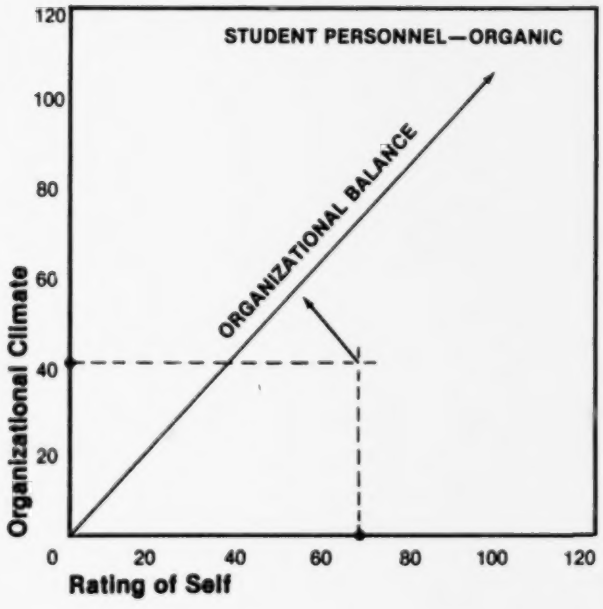


4. Draw a line perpendicular to the 0 diagonal connecting the 0 diagonal with the intersection point found earlier; label the point where the perpendicular line meets the 0 diagonal with

the number representing the sum of the two ratings. (In the example, this is 102.) Once that is completed superimpose diagonal lines connecting the axes at the 60 and 120 levels. Sums below the 60 level imply that Student Personnel/ Bureaucratic ideas are dominant; between 61 and 120, a mixture prevails; above 120, Student Development/Organic principles are most influential.



5. Observe the segment of the line connecting the rating intersections and the 0 diagonal. This line represents a vector which points the way toward the compromises that must occur for progress toward interpersonal and organizational harmony. In other words, the individual must meet the organization halfway philosophically for change to be possible. Once a balance is achieved, subsequent efforts at organizational development should be directed at progress along the 0 diagonal up and to the right. The ultimate goal of this sort of exercise is the open and flexible cooperative atmosphere where student development and organic organizational concepts are predominant.



Once this approach to introspection, observation, and action planning for organizational development through individual growth is understood, it can be used for "micro" applications such as addressing specific issues, or more broadly at the "macro" level to provide a basis for group comparisons. The process suggested is only one of many methodologies that can be pursued within a climate which is allowed or expected by its participants to nurture growth. The essential point is that management of process must precede considerations of tasks if actualization of goals is to be possible.

Our purpose in writing this paper was not to expose you to one more gimmick to improve your health and fitness. We hope that you see our point that management and educational approaches go hand in hand and that it may be necessary to be familiar with what seems to be a plethora of philosophical positions to deal effectively with organizational reality. Management and education are both most effectively accomplished by using a contingency approach to everyday operations; situations are variable and techniques should also remain flexible. Organic/developmental practices can be superimposed over the landscape of bureaucratic/student personnel rigidity.

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APPENDIX A

Self and Organizational Assessments

Student Personnel-Bureaucratic/Student Development-Organic Continuum

Instructions: Using m, n, o, p, and q as representative points on the continuum, place yourself on it by circling the appropriate letter.

SELF-ASSESSMENT A: Student Personnel/Student Development

Authoritarian	m	n	o	p	q	Egalitarian
Reactive	m	n	o	p	q	Proactive
Passive	m	n	o	p	q	Encountering
Remedial	m	n	o	p	q	Developmental
Corrective	m	n	o	p	q	Preventive
Controlling	m	n	o	p	q	Confrontive
Cooperative	m	n	o	p	q	Collaborative
Status-oriented	m	n	o	p	q	Competency-oriented
SUBTOTALS	____	____	____	____	____	

SELF-ASSESSMENT B: Bureaucratic/Organic

Autocratic	m	n	o	p	q	Equalitarian
Maintaining	m	n	o	p	q	Exchanging
Unyielding	m	n	o	p	q	Innovative
Indoctrinating	m	n	o	p	q	Participative
Imposing	m	n	o	p	q	Considerate
Confining	m	n	o	p	q	Empowering
Isolating	m	n	o	p	q	Integrative
Hierarchic	m	n	o	p	q	Meritocratic
SUBTOTALS	____	____	____	____	____	

OVERALL TOTALS
SELF-ASSESSMENTS A & B ____ ____ ____ ____ ____

GRAND TOTAL FOR SELF-ASSESSMENT _____(Add the five numbers in Overall Total line above.)

Instructions: Using m, n, o, p, and q as representative points on the continuum, place your organization on it by circling the appropriate letter.

ORGANIZATIONAL ASSESSMENT A: Student Personnel/Student Development

Authoritarian	m	n	o	p	q	Egalitarian
Reactive	m	n	o	p	q	Proactive
Passive	m	n	o	p	q	Encountering
Remedial	m	n	o	p	q	Developmental
Corrective	m	n	o	p	q	Preventive
Controlling	m	n	o	p	q	Confrontive
Cooperative	m	n	o	p	q	Collaborative
Status-oriented	m	n	o	p	q	Competency-oriented
SUBTOTALS	____	____	____	____	____	

ORGANIZATIONAL ASSESSMENT B: Bureaucratic/Organic

Autocratic	m	n	o	p	q	Equalitarian
Maintaining	m	n	o	p	q	Exchanging
Unyielding	m	n	o	p	q	Innovative
Indoctrinating	m	n	o	p	q	Participative
Imposing	m	n	o	p	q	Considerate
Confining	m	n	o	p	q	Empowering
Isolating	m	n	o	p	q	Integrative
Hierarchic	m	n	o	p	q	Meritocratic
SUBTOTALS	____	____	____	____	____	

OVERALL TOTALS ____ ____ ____ ____ ____
ORGANIZATIONAL ASSESSMENTS A & B

GRAND TOTAL FOR ORGANIZATIONAL ASSESSMENT _____ (Add the five numbers in Overall Total line above.)

CONGRUENCE MEASURE (difference between two Grand Totals): _____
DOMINANT STYLE CHARACTERISTIC (sum of two Grand Totals): _____

A competency-based model

Assessing the level of multicultural awareness in staff and volunteers

Patrice A. Coleman, Trenton State College

Multiculturalism, according to Margaret D. Pusch, is "that state in which one has mastered the knowledge and developed the skills necessary to feel comfortable and communicate effectively with people of any culture encountered and in any situation involving a group of people of diverse cultural backgrounds" (1979, pp. 17-21). In our society, genuine multiculturalism allows for and encourages an environment where an individual can freely select one or more cultures while maintaining the integrity of his or her own heritage as well as our national heritage. It is an approach that helps individuals learn how to survive but at the same time helps them enjoy learning how to live. This can only lead to a more prosperous future.

For the multicultural approach to genuinely benefit students, an institution must weave multiculturalism into its entire fabric: the faculty, curriculum, support services, etc. White middle-class baby boom students are no longer entering colleges and universities in large numbers; more students in the future will come from the minority population. When those students are considered along with the influx of students from Third World countries and other international students, colleges and universities must be prepared to welcome and deal with a wide range of diverse cultures.

At Trenton State College, Group Student Development Services consists of four components: residence life, student life, the student center, and conference/meeting services. The organization is a small sampling of the greater society. Within this environment are diverse lifestyles, attitudes, and values. Yet through efforts in the area of multicultural awareness development, the differences among individual cultures are valued, appreciated, and recognized as a necessary ingredient in the prosperity of the organization. Furthermore, as an organization within an educational setting, we are obligated to learn and teach others how to live and interact with those of diverse backgrounds.

Several years ago, Trenton State's Group Student Development Services made a commitment to make the organization multicultural. This commitment became part of the organization's mission statement. After reaching the stage where we, the professional staff, felt we had trained enough and participated in enough awareness workshops, we wanted to put our commitment to multiculturalism into action. We decided to include in our personal and professional objectives something that would move us from our present stage of awareness to the next stage. This meant we would be evaluated on whether or not we accomplished what we said we were going to accomplish in the area.

The result of this continuous effort has been positive. White students feel comfortable with the commitment to multiculturalism and take it for granted that if they enter the organization it is expected that they will make a special effort, that they are a part of an organization committed to diversity. It is no longer uncommon for non-minority organizations to cosponsor Black History Month or to plan special recruitment efforts to attract minority students. Minority students have become more comfortable with the organization, feel it provides support for them, and believe that people there know and are committed to what minority students care about and to their needs. Minority students are coming to the organization now, as opposed to the organization being forced to reach out for minority students.

Trenton State developed this positive attitude about multiculturalism and the Group Student Development Services professional staff put our philosophy into action by using a model introduced to our staff by Dr. Fred Jefferson of the University of Rochester. His "Intercultural Learning Process" illustrates how people learn culture and how other cultures are learned. It begins by removing guilt from all who believe they can't possibly be prejudiced and something is wrong with them if they are prejudiced. It emphasizes that learning one's own culture is an inward process based on family and environment. Learning other cultures is the same process in reverse, reaching outward to experience, not just finding out about, another culture. Learning about Chinese culture involves more effort than sitting in a Chinese restaurant and eating Chinese food. If one worked in the kitchen with Chinese people, one might learn a little about the culture.

The Intercultural Learning Process involves seven stages:

Ethnocentrism. We begin ethnocentric and probably stay ethnocentric in our own ways. It is a human survival response that tells us our culture is best. The problem with ethnocentrism is that people who can't move out of this stage end up exerting their superiority and their culture's superiority on everyone else.

Awareness. This is the first step out of ethnocentrism. It is the acknowledgement that other cultures exist.

Understanding. This stage involves sorting out the nature of other groups and recognizing the complex process of groups. It requires a more rational than emotional point of view.

Acceptance/respect. Accepting the validity of other cultures without comparing them or judging them against one's own culture is possible in this stage.

Appreciating/valuing. One now puts into perspective the strengths and weaknesses of other cultures and appreciates and values specific aspects of other cultures.

Selective adoption. In this stage, one tries on new attitudes and behaviors and responds to characteristics encountered in another culture which one believes to be useful or desirable to emulate.

Multiculturalism. One has finally mastered the knowledge and skills to feel comfortable and communicate effectively with people of any culture and in any situation involving a group of people of diverse cultural backgrounds. This is an ideal state that probably no one will reach but toward which everyone should strive.

Four-stage transformation model

To make the intercultural model easier to grasp, we transformed it into another model with four stages: the **isolate** stage corresponds to the ethnocentric stage, where a person is isolated in his or her own little world; the **inquiry** stage, which involves awareness and understanding, where a person starts to ask questions and wants to understand and become more aware; the **contact** stage, when an individual actually makes contact with a different culture or cultures; and the **integration** stage, when a person can pull everything together and become a multiculturalist (see Figure 1).

These stages of awareness can be used as competencies, standards by which someone's actual performance can be evaluated. Each stage ties in with the Intercultural Learning Process stages and helps pinpoint where people are located on the continuum. For example, if you are at the isolate stage, you should at least know yourself and your own culture and be able to demonstrate that knowledge. At Trenton State we have developed a model that shows where we expect everyone to be on the continuum.

Stage 1: There should be no question that people in this stage know who they are, and they should be able to demonstrate that. We expect the general student body to be at least in stage 1.

Stage 2: People in this stage demonstrate an awareness of the issue of racism. They must show that they know what racism is. Student organizations, student building service workers, and residence students are included in this stage. They have heard the word racism and know what it means.

Stage 3: People in stage 3 demonstrate self-awareness as it relates to multiculturalism. They have begun to understand and acknowledge that they have a role in making multiculturalism work. We expect area governments, student center building assistants, and major student organizations to be in this stage.

Stage 4: People in stage 4 are able to act, communicate, and feel comfortable with other cultures, selective adoption, etc. This applies to office assistants, graphics assistants, hall security, clerical line staff, contract vendors, and area government executive boards.

Figure 1
Stages of Awareness and Competency

Isolate

Stage 1:
- Demonstrated general *self-awareness*.
- Self-awareness as it relates to your individual background, schooling, values, relationships with others, etc.

Stage 2:
- Demonstrated awareness of *racism*.
- Taking a required course, recognizing bigotry, qualified acceptance and trust of other races, etc.

Inquiry

Stage 3:

a.
- Demonstrated self-awareness as it relates to *multiculturalism*.
- *Beginning* to trust, give thought to and understand, accept cultures; acknowledgement of your role, acquisition of resources. Knowledge of other cultures.

b.
- Initiation of action plan.

Contact

Stage 4:
- Demonstrated *ability* to act. Can interact and communicate effectively with diverse cultures.
- Beginnings of selective adoption. Emulating characteristics and values of other cultures; new attitudes and behaviors.

Stage 5:

a.
- Demonstrated understanding of racism.

b.
- Willingness to confront racist behaviors.
- Respecting, valuing, appreciating other cultures.

Integration

Stage 6:

a. Ability to develop intentional plan resulting in integrating multiculturalism with circumstances in your life: education, workshop, socializing, etc.

b. Ability to design and implement an action plan for one's area of responsibility (functional group or organization).

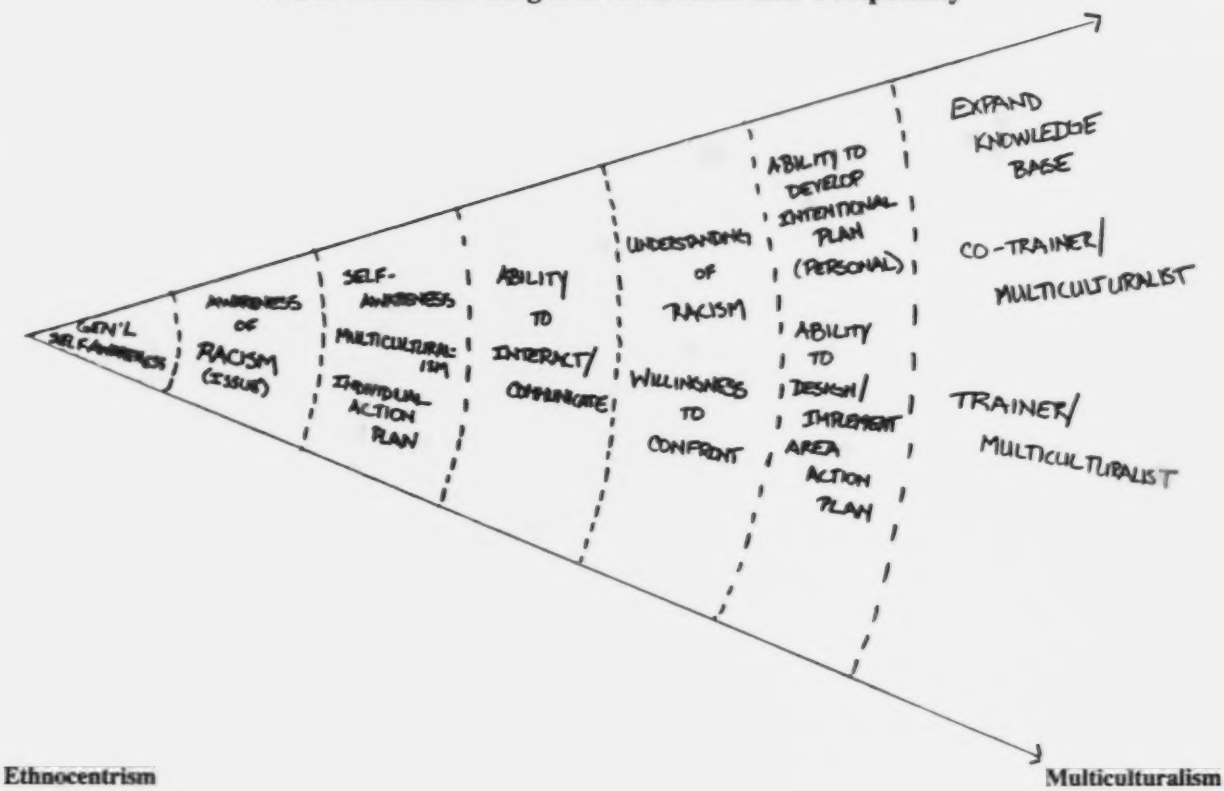
Stage 7:

a. In-depth study/research to expand knowledge and acquire expertise in training.

b. Co-trainer/multiculturalist

c. Trainer/multiculturalist

Figure 2
Multiculturalism Stages of Awareness and Competency



Stage 5: In this stage, people demonstrate an understanding of racism. These people must show that they are willing to recognize racism, confront it, and do something about it. People in this stage include community advisers, managers, contract vendors, housekeeping/repair supervisor, student managers, major organization executive boards, and residence hall associations.

Stage 6: People at this stage are able to develop intentional plans to integrate multiculturalism with circumstances in their lives. We expect all professional staff to be in this stage or to be working toward this stage. The professional staff is expected to have action plans for programs to address the issue of multiculturalism for anyone who needs the program.

After stage 6, we assume that people will take some initiative to do additional research to enhance their own skills and to become multiculturalists, who can train and help everyone else through the stages. It is not necessary to go through the stages in numerical order; most people jump around the continuum while going through the stages. Appendix A demonstrates the strategies we've devised for people to reach the various stages.

Trenton State is now in the process of developing an assessment questionnaire about individuals' backgrounds that helps people move through the stages and helps them see where they started out and where they moved to. We expect each person to be able to move from one stage to another in a semester.

The performance objectives for each professional staff position state the expectation that employees be able to deal with people who are different from themselves.

In the three years I have been at Trenton State, I have seen major changes in people's attitudes because of this program. It works because those in power are committed to making it work the way it should work; it must be supported from within. Trenton State put it into our mission statement, wrote it into our goals, and made it a priority.

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Appendix A
Training Programs

Each stage of development requires specific means by which an individual can acquire the knowledge and skills to move ahead. Workshops, video presentations, consultants, exercises, academic coursework, and readings all serve as training tools. The following are suggested activities that may be implemented within each stage of multicultural awareness development:

Stage 1

- General self-awareness workshops
- Group exercises (e.g., "Growing Up Racially")
- Video presentations (e.g., "The Art of Being Fully Human")
- Literature (e.g., "I'm Okay, You're Okay")
- Miller/Prince—S.D.T.I.
- General student body

Stage 2

- General racism workshops (definitions, institutional racism, stereotypes, and general dynamics of racism)
- Group exercises (e.g., "Bafa Bafa," "Star Power")
- Video presentations (e.g., "Eye of the Storm," "Tale of O," "The Fixer," and "Hangman")
- Literature (e.g., "Race: The History of an Idea in America")
- Consultants/speakers
- Exposure to other cultures (e.g., programs, food, music, etc.)
- Coursework (academic)
- Student organization membership
- Student building service workers
- BMW/BSW repairers
- Residence students

Stage 3

- Workshops involving personal disclosure and identification of behaviors and attitudes (e.g., "Intercultural Learning Process")
- Exercises (e.g., "Tavistock")
- Video (e.g., "Impact Racism" by Charles King)
- Literature (e.g., "Why They Choose Separate Tables")
- Speakers/consultants (e.g., LeNorman Strong, Cornell University; Dr. Fredrick Jefferson, University of Rochester).
- Coursework (academic)
- Behavioral contract
- Performance objectives: Review by supervisor
- Major student organizations
- Student Center building assistants
- Area governments

Stage 4

- Advanced workshops
- Participation in available multicultural programs (Black History Month, Hispanic Awareness Week, and International Student Association programs)
- Language (courses)
- Exchange student program
- Use of affirmative action clause in hiring practice (examination/understanding of clause)
- Social contract
- Area government executive boards
- Information/games workers
- Clerical/line staff
- Line staff/contract vendors
- Office assistants
- Graphics assistants
- Hall security (residence)
- Librarians (residence)

Stage 5

- Workshops on confrontation
- Literature (e.g., "Confrontation: Types, Conditions & Outcomes")
- Speaker/consultant (e.g., John Gray Assoc.)
- Social contract
- Role playing

- Community advisors
- SGA lawyer
- Residence Hall Association
- Major organizations executive boards
- Student Center student managers
- Housekeeping/repair supervisor
- Managers and contract vendors

Stage 6

- Individual and organizational performance objectives (expectations of directors)
- Professional staff
- Student managers in residence
- Graduate staff

Stage 7

- For this stage, your individual initiative is necessary.

Successful practices in recruiting minority staff

Ron Loomis, Cornell University

Affirmative action is a misunderstood concept and practice. White people in particular have a variety of visions of affirmative action, most of which are incorrect.

Equal employment opportunity is the right of all persons to work and advance on the basis of merit, ability, and potential. Employment discrimination results from those actions and activities, both deliberate and unintentional, that prevent the achievement of equal employment opportunity, particularly on the basis of race, color, religion, sex, national origin, age, or handicapped condition. I would add to that list sexual orientation.

Affirmative action is the active and positive process by which an organization seeks to achieve its goals of equal employment by not only actively removing discriminatory barriers to employment but also by actively seeking out applicants and employees from other represented groups. Affirmative action is the active seeking of applicants from groups that have been historically disadvantaged. It is not preferential treatment on the basis of any of those criteria—race, sex, religion, etc.—and that is the biggest misinterpretation of affirmative action.

Most often people look at affirmative action as a process intended to "help" minority people and those who have been victims of past discrimination. If that's all that majority people know about affirmative action, it's no surprise they resent it. There's more to it than that. Affirmative action is a way of strengthening organizations like college unions in ways that will not occur if they are not diverse in terms of the racial and ethnic backgrounds of the people who are part of those organizations. That's what has happened at Cornell.

When I began at Cornell 15 years ago, there were no minority people on the staff of the Department of Unions and Activities and no women in high level administrative positions. Women were in some traditional roles, including some activities and program positions, but not in any managerial positions. I worked very hard to recruit minority staff and women in all levels, and for most of the 15 years since then, our professional staff most of the time has included about 40 percent people of color and 60 or 70 percent women, which includes the upper echelons of our department management. We have a group of six directors: the directors of the three union buildings, the director of the student activities center, our business manager, and myself. At this time, three of those six people are black and three are women; one is openly gay. We have diversity at all levels in the organization.

This diversity has had a rippling effect on our department and on Cornell University that has been astonishing to observe. In 1970 there was virtually no minority student involvement in any aspect of unions and activities. Within a few years, as more minority staff began to appear in visible managerial positions around the department, minority students began to become more actively involved. We now have more minority student involvement in all aspects of the department of unions and activities, on all of our boards, on all of our committees, in all of our work settings—pubs, desks, game rooms, etc.—than any other department or organization at

Cornell. The presence of minority staff and women in visible positions was a key to drawing that student involvement in the beginning. As students see other minority students involved in the organization, new minority students feel more comfortable involving themselves.

Our white students, most of whom come from backgrounds where they have had virtually no contact with minorities, are having—in many cases for the first time in their lives—positive experiences with minority people who have been selected for positions on the basis of their competency. They have dealt with minority people in minority-related positions before, but many of them are now dealing for the first time with minority people who are directors, who are managers. A good way to counter racism is to give white people an opportunity to have a positive experience with minority people, and that is what we are doing. Many of our white students have even come to the point of feeling comfortable enough to talk about it and to tell us and some of our minority staff that this is a profound and new experience for them. They will admit that they were a little uneasy at first but found it to be a very positive experience.

There are also significant benefits for our minority students. Cornell does not have a large number of minority staff or faculty, and many minority students find in our minority staff role models whom they can respect, emulate, and establish close personal relationships with in a way that may not be possible in other parts of the campus.

Another fascinating observation is that over time white students who were involved on our boards and committees began to understand the importance of minority programming and multicultural programming. Often it is the white students who initiate proposals for what we might otherwise call minority-oriented programs.

Our organization is student-oriented. It is, perhaps, more complex than other college union organizations in institutions of our size (about 17,000 students) because we have three union buildings. Willard Straight Hall is the main building, and the two other unions are in primarily residence hall areas. We are decentralized in terms of our staff structure and our governing and decision-making structure. We have 10 policy or programming boards as part of the organization. Those boards are predominantly students; in every case the only non-student involved is the staff person who has primary responsibility for that area. The boards have real power and responsibility: they make decisions about policy and they provide final approval for the budget. They are involved in all levels of decision making at Cornell.

They are also heavily involved in our search process from the screening of applications to the final decisions. That's the key for us in terms of our success in recruiting minority staff. We always use search committees for any professional staff vacancy and we always include a majority of students on the search committees.

We have never hired a minority individual for a professional staff position who was not the best qualified applicant. We are not engaging in tokenism or window dressing. We work very hard to avoid putting minority staff in positions where they would be destined to fail because white people who observe that experience will find it affirming their prejudice and racism.

"Best qualified" does not mean the candidate with the most degrees or the most years of experience. If that is the definition of "best qualified," then women and minorities would almost never get the job because in most cases they have not had the opportunities to get as many degrees or to have as many years of experience as white men. Look at the notion of minimal qualifications first. When you begin the search for a position, develop some criteria for what you're looking for. Before the search committee ever looks at a resume, develop a list of desirable characteristics for the candidate. What are you looking for in the person in the position as College Center director, for example? The search committee will discuss the levels of experience and educational background, but the committee members will also talk about the kind of experiences they want that person to have, given the nature of the position. Specify a level of educational background or a number of years of experience. For example, the minimum qualifications for a director's position might be at least a bachelor's degree, a master's preferred, and three to five years of professional experience in college union administration or a related field. If one of the candidates has a Ph.D. and 11 years of experience, it's probably a white man. The minority and women applicants who may be in that pool won't stand a chance if the job is awarded solely on the basis of the Ph.D. and the years of experience. Once the applicant has met the minimal requirements, move beyond the experiential criteria and look at the candidate's other qualities.

When we were searching for the director of Noyes Center, one of the key criteria that the search committee identified was proven experience at interacting effectively with minority students and a proven understanding of the importance of multiculturalism. Noyes Center is in a residence hall area that is still almost exclusively white. The minority students who live on campus are in one area and it's not the area of Noyes Center. (We're working with the department of residence life to try to change those patterns.) The committee believed it was important to have as director of Noyes Center a person whose background and orientation would help that effort. Those kinds of required characteristics developed by a search committee will help get minority candidates or women into the final selection because the committee has first identified skills and experiences that women and minorities are more likely to possess than white male candidates. With those kinds of criteria, the committee selected a black woman who at that point had three years of paid professional experience and a master's degree. Given the other considerations the search committee had identified, she became without question the best qualified candidate for the job. Some white male applicants had nine, 11, and 15 years of experience and one even had a doctorate, but none of them had the experience of working with minority students or working with issues of multiculturalism.

Some guidelines for recruiting minority staff

1. The first point has absolutely nothing to do with searches, but it has everything to do with success in this area. Be certain that the mission and goals of your union include commitment to affirmative action, to human relations, and to multiculturalism. Minority people are not going to be interested in becoming associated with an organization that doesn't have a genuine commitment to advancing affirmative action and multiculturalism, which for almost all minority people must become important issues in their professional lives. It is so deeply intertwined with their personal lives that they can't ignore it, and if it is not embodied in the very core

of the organizational mission and goals, they will drop out of the search or not even apply.

2. Be sure that the commitment to the principles of affirmative action and multiculturalism are well-known to the people in your organization, to others at the university, and to those in the desired applicant pool. Communicate that commitment in correspondence and in the literature that describes your organization, and articulate it as you become involved in professional associations.
3. When openings arise, contact minority individuals in the field. Advertise jobs in the Committee on Minority Programs newsletter by sending information about the job to the chairperson of the Committee on Minority Programs. That newsletter goes to minority people who are in the field.
4. Contact minority individuals directly. I keep a list of minority individuals whom I meet at conferences or at seminars. When we have a job opening at Cornell, I send personal letters to about 50 minority individuals on my list, enclose a job description, and invite them to either apply or refer the opening to colleagues. The last time I did that, I received 12 responses from minority individuals which turned into applications, either from themselves or from people they knew. In many cases, applications are from people with whom I had no contact. Those applicants are often people who were not in the job market and who—because of the nature of Cornell, perhaps, and the clarity of our commitment to human relations, affirmative action, and multiculturalism—have applied for jobs with us.
5. Scrutinize applications carefully. It is not always possible to identify minority individuals without carefully examining applications. In most of our states, it is illegal to identify race or ethnicity openly on a resume, but most minority individuals make it relatively easy for us to know that they are minority individuals. Become familiar with the more than 100 historically black institutions in the United States. If somebody has a degree from Tennessee State University or North Carolina A&T, chances are that that individual is black. Also, look for memberships listed on resumes. If someone says he is a member of the Black Men of Ithaca, that person is probably black. A lot of people try to rationalize why they have not been able to hire minority staff by saying they can't tell from the resumes which ones are minorities and which ones are not. If you look at the resumes very carefully, you can find out.
6. Advertise in minority-oriented publications. A woman on the faculty of a predominantly white department at Cornell told me that if it were not for the fact that her department had placed an ad in the *Black Scholar*, she would not have applied for the job. The fact that the ad was there in addition to the *Chronicle of Higher Education* and other places said to her that there was a genuine interest in recruiting minority people than if an ad in the *Chronicle* said "an equal opportunity employer." That's an empty statement that conveys nothing about the sincerity of your commitment. If that's what you're limiting yourself to, it's no wonder you're not having success at recruiting minority staff.
7. Work with affirmative action and equal opportunity staff on campus. Most of you who are white are on campuses or in organizations that are also predominantly white, and few, if any, minority staff or students are involved in your organizations. Build bridges with minority staff and students on campus and solicit their help in the search.
8. Involve minority individuals and women in job searches. If you don't have them in your organization, then reach outside the organization. Go to the affirmative action office, or the EEO office, or the black studies program, and be honest. Tell them you are engaged in a search, are very eager to diversify your staff, and hope to find some minority individuals or women for this managerial position. Tell them you want to be sure you're going about it in the right way, and you'd like them to be part of the search process as full participants. They will help prevent the subtle kind of prejudice that sometimes happens with search committees. We review resumes from a history of prejudice, and we are evaluating people's experiences and backgrounds with an "old-boy's" kind of perspective. If minority individuals and women can help with the review process, they'll call a halt when they see the committee looking at backgrounds in traditional ways. They will help us broaden our perspectives and look at people in different ways.

The whole process of recruiting minority staff is never-ending. With a program like Cornell's, not all the same minority people have stayed. Some of them have left, but then new ones come along. People move up to better positions either on the same campus or on another campus, and that's an important part of the affirmative action process.

Effective staff development in a small organization

Janice Panting, Loyola Marymount University

All of us have had some experience with staff training. Changes in higher education have affected staff development because the changes affect the planning for the organizational, sociological, and financial aspects. These changes will affect the overall growth and direction of a college or university and will affect the types of training or the types of knowledge, skills, or abilities that staff should possess to fulfill the organization's needs.

During the past 10 years, some strong shifts in higher education have taken place. The number of traditional college-age students is declining. An overall decline in enrollment has also occurred over at least the last 10 years. It seems that people aren't necessarily directed to the four-year degree; they aim for an associate of arts degree or they may want a vocation in a particular area, both of which result in an overall decline in enrollment. With the decline, a couple of things happen. A decline in enrollment is usually tied to budget, so staffing and funding are cut. But interestingly enough, college union and student activities organizations are still expected to produce the same services with fewer people and to accomplish the mission of the organization.

Other changes have also occurred in our institutions. These changes affect what we do and how we do it. One change is advanced technology. Everyone is familiar with computers and computer systems and the new communications that are being established. We need to train our people, and develop procedures to acquire, sort, or retrieve information in a different format. Also, over the last five to 10 years employees have been demanding greater autonomy. Staff want to participate more fully in the decision-making process. They want to have freedom for their own initiatives, and they want more self-governance. That doesn't mean they want to be totally self-governed, but a lot of staff advisory groups or governmental groups are being established that are going to monitor the programs for staff at large. Finally, accountability measures are being applied. That approach emphasizes the relationship between units and between individuals. These changes force us, as supervisors, to seek new techniques to manage two very precious resources: time and staff.

Organizational development is a method institutions use to define and implement strategies to accept change. Few of us are aware of the organizational plans for our institutions; they seem to be rather secretive. Some institutions plan on a year-to-year basis and some plan for longer periods. Some don't do much planning at all. Planning probably helps us anticipate changes or future needs.

Organizational development is an institutionwide change, usually managed by top administrators, for the purpose of using the knowledge and the research of the institution to devise appropriate institutional changes that will affect decision making, problem solving, policy formation, and communication. Organizational development takes into account sociological, financial, technological, and even the political changes of institutions. To be successful, organizational development requires the full participation of faculty and staff and requires the application of techniques or strategies that improve the capabilities of staff and faculty. Ultimately this happens through staff development.

To promote human resources development, look at the organizational plan and take into account the ongoing changes in environment. Staff development fulfills the objectives and goals of organizational plans. For staff development training to be effective, it must meet certain objectives. Each staff development program should meet at least one or several of them.

Staff development should create an on-campus environment that is conducive to enhancing the professional growth of faculty and staff. This involves a climatic or environmental change. Staff development programs should improve instructional methods and delivery. Staff development should be able to assess the organizational climate and effectiveness. It should establish specific goals for administrative units or for individuals because staff development comprises two levels: individual and organizational. Staff development many times will streamline procedures that tend to inhibit people in their employment, assess changes as they occur, and recommend or implement appropriate solutions. Staff development will clarify communications or networks and often will uncover conflicts between individuals and between administrative units. Finally, staff development can promote and encourage institutional unity and purpose.

Ongoing staff development programs can exist at various levels individually or all levels simultaneously. Effective programs must follow a developmental progression. A developmental progression looks at what is organizationally, divisionally, and individually progressive for each person, how skill levels can be built upon so that people can progress to the next level and so that the mission and objectives of the university or college are met. Since we are living in a world of continuous change, staff, jobs, and relationships must change to fit the organizational change.

Designing a staff development program begins first with a needs assessment, which specifies the types and levels of training that will be needed. In institutions with established personnel functions, assistance and support can come from the personnel representatives, who can at least provide information for a needs assessment.

Several sources can be used for a needs assessment. The first source is personal observation. Questions from staff indicate a need for information. Mistakes may suggest a need for some sort of approved method. Complaints about teaching would suggest that an approved instruction on teaching is necessary. Introductions of new programs necessitate new information from teaching. Misunderstandings in units, departments, or divisions may suggest a need for new information. Another source is through meetings

with faculty, staff, or students. Grievances over a period of time may reveal gaps in knowledge or skills, or misunderstandings between employees and supervisors. The supervisor's ability to handle a grievance, or the fact that a number of grievances and complaints come from one particular unit, may necessitate a need for management training.

Another source, through a personnel officer, safety director, or campus public security director, is on-the-job accident reports. Frequency, severity, or type of accidents might demonstrate a need for employee safety training. Accidents are costly. A precious resource, employees, can be lost, the organization could be liable for a lot of money, and there could be a hazard for students. Accident reports can indicate trends or patterns.

Another source is a staff attitude survey. This survey asks staff, faculty, or students about their needs and wants. A danger involved with attitude surveys is that they imply rising expectations. An organization using a staff attitude survey to determine needs must have timely financial and administrative support because people will expect results. It can be very demoralizing if nothing happens.

Exit interviews can provide general feedback and point out particular needs in units where turnover is high. Performance evaluations hone in on areas where employees need development. Reviewing job descriptions allows comparisons of the educational and experiential requirements of jobs to the actual people in the department. If employees don't possess the minimum requirements stated in the job description, how can we expect them to be successful? To succeed, employees should have certain skills, abilities, and knowledge. Job descriptions should have realistic requirements.

Supervisors need to find out whether staff members feel there's a great need, a basic need, or just some training required. Staff may feel a need for training in communications, safety, office skills, data processing, word processing, dealing with students, report writing, goal setting, handling conflicts, negotiating, time management, responsiveness to the market. One exercise is simply to give employees a questionnaire, receive the information, and compile it. Prioritize this information and decide whether it is valid for the direction of the units, departments, or university or college.

After the needs assessment is done and the priorities are set, the training program can begin. The personnel office has programs that are established or can be modified. They can develop new ones, or they may be able to recommend some subject matter experts, people who are experts in certain areas from inside or outside the organization. Ideally, staff training should start at the top with the vice president, deans, and with the people who are in charge of top-level decision making. These people can release funds and determine the direction of the organization, which helps define appropriate types of developmental programs. But the ideal is often not very practical. Some deans and vice presidents are not interested in training; they think training is great for others. Deans, vice presidents, and top officers will support training and development, but they may not support it if it requires their personal participation. Remember that top officers get a lot of training outside the institution, such as special executive effectiveness programs where they meet with colleagues from other universities and colleges. Sometimes, though, when certain campuswide programs are involved, it is important for everyone to have the same information so that it can be applied consistently through the organization. If resistance is sensed, then start first with a small group of very enthusiastic staff or faculty. Their enthusiasm will probably increase the program's chance of success, and if they're happy with it, if they felt it was successful, this information is going to be transmitted to the top level as well.

Sometimes that doesn't work. Funding is an important aspect of training programs. This forces administrators to make a decision. Do they program without funding, using internal resources, and then try to convince upper level administration that the programming is worthwhile, or do they do nothing? Staff development is the prime responsibility of every departmental manager—not personnel services, not the training and development department, not the vice presidents. It is the responsibility of each manager. The manager should encourage his or her staff to participate in staff development, should make time available for them to participate, and should open up the appropriate resources so that they can participate in staff training programs. This may even include training sessions outside the organization. Some institutions have developed sophisticated training and development programs. They have the funds, the personnel, and the luxury of training and development. Others have been able to assess, coordinate, and implement programs that are needed in their particular divisions by way of committees or task forces. Many student affairs divisions have training and development task forces in which people participate, share information, and develop a good training plan that they implement. Many institutions, however, find themselves without that luxury and decide that if they don't have the people or the funding to support it they're not going to do it at all. But they do have some of the same potential resources that other schools have; they just use them differently.

Tuition remission or tuition reimbursement programs are one resource. Schools may offer free credit hours or a certain percentage discount. Another form of staff development is paid leave and expenses for attending professional conferences. Sabbatical leaves for personal growth are becoming popular with staff programs.

In-house training programs involving experts already established in the institution are another resource. For example, for expertise in supervisory techniques, go to the college of business. In-house specialists can address writing skills, reading enhancement, public relations, pre-retirement counseling, handling complaints and grievances, and collective bargaining. Bring in people from the purchasing department to talk about how purchasing affects the union operation. Some institutions have formal apprenticeship programs or internships particularly in service or student affairs departments. Specific skills training may include word processing through the computer center or one of the computer labs. A director of security or someone from the health center could give staff information on drug or substance abuse. Don't overlook using vendors to train staff, but be sure to tell the vendors what to talk about. A grounds department could bring in the vendors who handle specific machines, fertilizers, chemicals, etc., to train the staff and give them specific training in how to use that equipment.

How you evaluate whether the program was successful should be determined at the very beginning of the staff development program. It is recommended to use several different types of program evaluation to solicit necessary feedback; some evaluation techniques are skills-specific and some are general. Consider using different forms or approaches. Evaluations don't have to be written. A couple of people sitting around a table after work and

talking about what was good about the program and what was not so good about it can suffice. Evaluations don't need to be formal as long as they produce reliable information. (Samples of various evaluations and brief discussion followed.)

To be effective, staff development programs need to be directed at solving institutional or departmental problems. They must meet both staff and student needs. In this way, the programs that are developed and implemented will meet the changing directions of our organizations so that we can achieve our stated missions.

Career planning

Like organizational planning, individual career planning is a continuous process. Even if you ignore it, career changes will happen—either for the good or the bad. Without attention, it may result in losing a talented employee. Many organizations incorporate a career planning/development discussion into the performance appraisal process. This has been seen as highly effective as the employee and supervisor discuss performance, achievements, plans for improvement, and the anticipated institutional direction. Armed with this basic information, the supervisor and employee can discuss career plans, including the possibility that the employee's interests and talents may not be best utilized in his or her present capacity. A review of the organization might suggest some changes that would better use the given talents and still meet objectives. If this cannot be done, then a frank discussion about retooling or searching for alternate employment is appropriate.

Team building

Team building is a process in which a coach (supervisor) carefully develops effective working relationships with employees. It may also expand to developing effective relationships among employees working in the same department or on a specific project. The supervisor, cast in the role of coach, is responsible for establishing the proper work climate and maintaining the good will of employees. Team building takes place day to day as it is needed. But it becomes a planned activity during major meetings in order to accomplish shared decision making.

Job enrichment

There are some employees who have limited career paths. Nevertheless, they have good reasons for staying with the job: few other employment opportunities, generally enjoyable work, adequate or good compensation, etc. But as a supervisor, you recognize that frustration, stagnation, and lower performance could set in. In these cases, Herzberg's job-enrichment and job-enlargement theory may be helpful. You may be able to realign or consolidate some functions to provide lateral and then upward mobility. Individually tailored training programs and other techniques can accelerate the closing of a skill and knowledge gap. In higher education, deliberate committee or task force assignments are common methods of enriching or enlarging employees' jobs. In these arenas, skills and abilities can be developed that are reviewed organizationally; that is, they cut across program lines. The development of these skills makes an employee more valuable to the organization and, in turn, the employee becomes more fulfilled.

Job sharing and job exchanges

Although rarely used in a pure form, job sharing is a viable staff development format. It consists of sharing responsibilities within a given unit in an arrangement that will challenge each of the participating parties. It is ideally implemented when highly developed teamwork has been established. Units having several positions that are less than full-year appointments have used job sharing (alternating the employment periods of staff) to provide work coverage for an entire year. Cross training is essential for job sharing to be successful. But cross training is a plus from both the organization's point of view (full year productivity and fully trained staff) and the employee's point of view (additional training and exposure to significantly different duties).

As an example, consider the advantages of job sharing for an assistant dean of student activities and a program coordinator, who both have 10-month positions. The assistant dean is off June and July, and the program coordinator is off from mid-December to mid-February. The program coordinator assumes the summertime duties of the assistant dean in the areas of leadership training, managing the student activities department, establishing the fall schedule, etc. For the two-month period, the coordinator is promoted to acting director and given an increase. The cost of this arrangement is minimal, and the benefits are many: time off for the assistant dean, development of a subordinate, and year-round productivity.

Similar in concept is the job exchange where employees take over full responsibilities of another position for a specified period. It requires extensive cross training and a lengthy break-in period. Because employees gain exposure to many operations, job exchanges are particularly useful in established career ladder programs for grooming fast-track employees for high level decision-making positions.

Job exchanges have been used primarily in industry; however, with slight modification they can become a useful staff development tool in higher education. A job exchange program is quite costly. To determine if this staff development option is realistic, an organization needs to carefully review whether it can cross train and provide timely experience while still meeting objectives. The benefits may far outweigh the costs, particularly if long-range program continuity is needed.

Career options

Institutionwide and individual approaches to staff development are not quick answers. They take time to assess, implement, and evaluate. However, a comprehensive, coordinated approach will foster open communications and obtain results.

Some employees may outgrow their positions, and some organizational needs may change to better use the talents of an incumbent. We must be alert to these changes and encourage frank discussions with our employees. Personnel practitioners use "select out" as a euphemism for the process of asking staff to seek other career opportunities. A supervisor faced with such a problem can best help the employee by planning ahead, thus increasing the time before the employee must leave. This gives the employee time to use the available college and university resources to retool skills or to look for another position. Obtaining professional placement counseling, taking courses, or obtaining certification in a specific area will increase the employee's knowledge, fortify self-confidence, and increase the likelihood of suitable employment. It is important to the institution that the dedicated, possibly long-term employee leave with an understanding of the reasons for his or her departure and a sense of good will.

A 10,000 mile professional development scheme

Cleo Bash, California State University, Chico

During the spring semester of 1984, I was on leave from my usual duties as director of student development programs at California State University, Chico. I visited 18 campuses to do some in-depth interviewing about student activities, the public programs they create, and the universities' public events programs. My purpose was to learn how these programs make a difference to a particular university's general atmosphere and ambience and how such programs affect the social and cultural development of students.

The campuses studied were selected because they have longstanding reputations for academic excellence and intellectual excitement and/or because they were campuses similar in size and placement within a community to California State University, Chico, i.e., 14,000 students on a residential campus located in a medium-size college community. The campuses and titles of individuals interviewed are listed in Appendix A. During the study, more than 150 persons were interviewed, one-third of them women. A pre-established set of questions, Appendix B, was used as a base for the interviews.

Staff development

My leave occurred because the dean of students and I had often discussed the need for individual developmental growth and a change of pace, and because we perceived ourselves to be in a time of change in both student interests and university needs. The budget, combining some Student Affairs funds and some Student Union Board funds, provided for approximately 10,000 miles of travel. The delightful generosity of colleagues throughout my travels extended that budget dramatically.

My leave of absence resulted in the following staff development opportunities at my campus:

- The student affairs manager, who added some of my duties to his, had an opportunity to extend personal management skills and learn more about student activities.
- My staff extended their own independent capabilities while gaining an appreciation of what it's like to be responsible for another area. They worked differently with each other and with the interim director, thus creating stronger professional bonds area from which the interim director came.
- Students and other professionals with whom I've worked for a number of years on a variety of boards had a chance to experience things differently in my absence.
- My leave gave other student affairs staff a chance to think about how they would manage a leave. Even though sabbaticals may not yet exist, some ground has been broken and there is room to be creative because a dean supports it and the university accepts it. A different leave plan has been adopted for staff in fall 1985, at least partially due to my experiment.
- Upon my return, students and staff gained new ideas and new perspectives from my accounts of what other schools were doing.

The professional development of those interviewed was an unanticipated spinoff. Our conversations gave them a brief chance to take a step back from the day-to-day routine, focused their renewed attention on some of our topics, and allowed them to reflect on these topics later and with other staff.

My travel experience gave me:

- An important broadening of experience and sensitivity to others after nearly 15 years at the same university.
- A reaffirmation of how much I know about my work and my university, which serves as a good resource for others.
- A chance to step back from daily efforts and consider alternate management ideas.
- A new perspective on how other offices and staffs do their work successfully.
- Recognition of how much I still like my work and want to keep improving it for my staff, for the students with whom we work, and for the university.

Three specific themes have been selected out of the many that surfaced during my study:

1. The role of activities and the union in the surging recruitment and retention efforts of our individual campuses.
2. The role of activities and the union in creating and supporting the university's relationship with its surrounding community and how we could positively improve it.
3. The lifelong learning opportunities we provide and the differences they make to our own living environments if we support and encourage activities that provide for individual developmental learning.

These are themes we often discuss in union and activities work, and they are ones for which we could be on the cutting edge of development if we want to take advantage of the opportunity. (See Appendix C for a listing of Common Themes and Patterns.)

Recruitment and retention

The current recruitment emphasis on nearly all our campuses creates the opportunity and need for each university to examine what is unique and/or salable about itself and about the regional, state, or national framework, who the target audience is, and how that target audience is reached.

These days recruitment is done officially by a variety of departments and unofficially by everyone who talks about the university. The more people know about student activities and unions, the more they can give a well-rounded picture of the university.

While students generally don't choose a university specifically for its activities program, the atmosphere those activities create for the university in terms of friendliness, a sense of aliveness, intellectual excitement, and diversity of experience does make a difference. How a campus looks to visitors and what there is to do that day or week makes an impression.

Your recruiting office can convey the excitement of the insti-

tution only if it has specific knowledge about festivals, special events, performing arts series, recreational programs, galleries, study areas of the union, and speaker and entertainment programs. Be sure they know who's doing what and where to get more information.

Capitalize on the undergraduate nostalgia and experiences your student affairs and faculty colleagues have about a group with which they were involved or the union where they met their dates. They probably don't want to do your work, but they can help make a link between their past and the university's future by becoming involved in student programs or at least by sharing information.

Other offices that do recruiting. Alumni associations are coming on strong as recruiters. Work with them on how the union and activities can be useful. Provide lists of former club or union board members, student government leaders, orientation leaders, or special event groups. All are potential alumni clusters. Work with the alumni association to contact and invite them to union anniversary events, etc.

Extension and conference planning offices may or may not think of the union as a facility for their use. Think of the potential students coming to campus through sports; cheerleading and music camps; one-day sports tournaments; math, science, and career fairs; and SAT/ACT tests. Think also of the adults coming for conferences who have children, nieces and nephews, grandchildren, etc. Think of ways to help the extension and conference offices serve their clients' needs and show off the union. Student hosts from student clubs make great recruiters, and a welcome from the student body president might make an impression too.

Admissions and school relations offices do major recruiting, and the university development office does specialized "recruiting" of donors and corporations. Are students tapped to host campus tours, greet people in special groups, or invite potential students to special events or festivals? If these services are made readily and easily available to campus offices through a system developed by the student activities office, they will be used regularly. The union doesn't need to take over anything; it simply needs to watch for ways to enhance the efforts.

General recruitment. As the university is "displayed," make sure the union and the things students do best are also displayed—its friendliness, a one-stop shopping and banking center, an architectural and aesthetic experience, the main source of campus information, or the center of recreation and information about student groups and programs. Show it off in an enhancing, unobtrusive way by involving student programmers.

If you were to design a recruitment brochure, what would you say about the union and student activities? We all do many published pieces, but do we try to make them so multipurpose that they serve little purpose? You might ask the staff of the school relations office what they would suggest or have students design it.

Opportunities for leadership and participation are best displayed by students talking to potential students. How many students were so impressed by their orientation leaders that they became one too? It also happens in the union, so put those students out there to greet, host, present, and contact faculty to become involved in a union special event.

The general atmosphere of a campus at any given time is often expressed by posters, banners, free speech area activity, the warmth and ease of finding things in the union, what the bathrooms look like, how the food tastes, how staff members greet visitors. Student activities, just by advertising, create an environment. Our offices can influence the quality, placement, and creativity of that advertising. Is it a controlled free-for-all to post? Are banners and balloons everywhere? Is there "action" in outdoor areas? All of these can make a difference, and one or two innovators encourage others.

Retention. Several studies show that active student involvement leads to higher graduation rates and better alumni support. This involvement can be voluntary as in student clubs, government areas, or internships; or it can be a paid position somewhere in the union or on campus.

If the campus has good things happening that augment without cutting into academic demands, students will be more likely to stay. Friendships and skills developed through joining clubs, planning events, being needed and valued, building self-confidence, gearing up for a second successful year, or having a job keep students around and improve the quality of the university's programs.

Even if alumni ultimately put their financial support into other institutions (most likely where they live), we have at least helped continue that essential support of higher education. When students stay in school, there is a greater chance of that support wherever they end up.

A successful new student orientation program can affect retention significantly. Whether or not you're responsible for the orientation program, the process of how one attaches and ultimately links up with the university begins to occur during the orientation to the union and student activities. Just as these can be recruitment tools, they are also solid ways to initiate that involvement which results in retention. Having a big welcome sign, a special host or event, a schedule of events, and information about available services is important. Students doing that sharing can make a great first impression that will pay dividends for years to come—even when the students, as parents, take their children to visit campuses in 25 years.

All of the student activity functions that occur in the union become part of its overall program. How the union or student activities use this can make a difference in the sense of an overall program that recruiting offices can use. For instance, are all activities published or listed in a way that is readily available to potential users? How do you let others know about all the services your union offers: post office, copy service, shops, academic schedules, calendars, receptions for academic programs, performances, seminars? Many student and university programs happen in the union. Maximizing that contribution to the total university is an important step in showing the union and activities as a major component for recruitment and retention.

Attracting university functions to the union enhances the general perception that it is a university union and a partner in the educational process, not a separate student activities center unrelated to academics. Distributing a brochure and making personal contacts so that departments, faculty, staff, and alumni think about using the union for receptions, exhibits, and symposiums can bring in business. They can create a comfortable, informal opportunity for interactions between students and faculty that develop personal relationships, which extend student experience

so students stay at the university because things that happen there are important to them.

The university's relationship to the community

Few would say we don't want community interaction and involvement in our union and activities programs. Many see this interaction as an important public relations tool. Many need it financially. Repeat business means some things are being done right. Also, many one-shot uses of the union create long-term impressions for the union and, more importantly, for the university.

The union and the activities in and around it can play a significant role in forming a positive image for the entire university. Madrigals or other special dinners, crafts festivals, alumni receptions, and cultural programs are some of the more usual ways we involve the community. What about a special dinner before the symphony or the local community concert, an exhibit of community artists, an open house for a town/gown program, a special day for senior citizens or student parents and their children, or a seminar before opening night of a drama production? Are other offices aware of the union services available to make their programs easier and more exciting? Make sure the faculty and the community are encouraged to participate in and use the union and activities.

Student activities, developed by the entire student body, can do as much to develop positive community interaction as do all the administrative and faculty speeches to community groups.

Most of us have some student volunteer outreach program, greeks who have service projects in the community as well as parties, and a variety of festivals and special events that attract the community to the campus. How actively we as staff help them plan and promote those programs can make a real difference in community relationships. While we're not bill collectors for community businesses, we can help develop a peer monitoring/judicial system for such problems, or be the mediator/facilitator for complaints.

A particular student activity or encounter at the union may be the only interaction someone has with your university. If the staff acknowledges that and cares about the results, you have come a long way toward making a good impression. This applies to the activities advising staff, too. When they help groups plan activities, what they convey and encourage in that planning can go a long way toward shaping the environment in which other students and visitors interact.

If events are well-organized and hosted, people feel good about what they did. If signs are adequate, parking is available, the facility is inviting, and the event is worthwhile, the audience is satisfied.

One of the exciting things about our profession is that we are at the changing, leading edge of our future society. We are interacting daily with tomorrow's potential leaders. If, as we work, we build a sense of the larger community in our students and in the general audience that attends our programs, we influence the current and future environments of our own communities and the communities to which our students disperse.

The university president's attitude is important in determining how effectively student activities and unions work within the university and larger community. A president who reaches out and cares about public image expects all programs to contribute in some way. A staff who follows that lead by assisting students in their efforts will be contributing to the university's image in the community. Student programs and union efforts interact daily with the community by design and by circumstance. If this interaction is by design, it will be better for givers, receivers, and observers.

Developing lifelong learning opportunities

From my study of 18 campuses, I developed the following thesis:

> *Much of what we are each about, and much of what the cocurricular activities program does, is to create the sense and presence of what an institution of higher education contributes to the overall lives of our students, in the present and especially for their futures.*

Almost by osmosis, the activities of a university create a subtle centering in those who interact with it (for however long), which will affect those individuals for the rest of their lives.

Each of us knows that a university provides entertainment, cultural, and intellectual opportunities. Wherever our students choose to work, a college or university will play a part in their lives, and they will be comfortable enough to use it skillfully and for the betterment of others, whether it is the library, the extension services, the telecommunications satellite, the athletic events, or the touring choir and band. When they visit campuses, they will know to head for the union—for food, calendars of events, information, visitor parking, tickets, or someone to talk to.

Most of the campuses I visited depend on the surrounding communities for 70 to 85 percent of their attendance at cultural events. How many in those audiences are former university students? Local community support groups may be mostly non-alumni, but they most likely also include some university alumni. The non-students who support many student programs, from international and ethnic festivals to crafts fairs to major speakers and cultural programs to buying ads in coupon books and donating goods for giveaways, are often former students or relatives of university students who had positive learning experiences in at least one student activity.

The work we do with students to create successful campus programs helps those students become successful, contributing community members. They will be recruiters for their alma maters or their local universities, supporters of local projects and programs, or donors to special needs or symphonies, and they will most likely be active community members—from youth soccer to city council to hospital boards.

When student activities and union programs provide the opportunity to create and to participate, personal skill development occurs, as does appreciation for other talents and for new kinds of entertainment or cultural and social exposure. Likewise, the ability to appreciate diversity and use it advantageously grows imperceptibly but steadily.

In my interviews, most conversations sooner or later included a wish that students would take fuller advantage of what was around them. In the same sentence I would often hear, "But I didn't take full advantage either when I was in school." My point is that the lives of the students and the larger campus and surrounding community are positively affected by the mere existence of union and activities programs on their campuses.

In smaller cities, the university plays a large educational, cultural, and entertainment role. In more urban areas, the univer-

sity links to its immediate surrounding community, often with different services and programs that are directly related to student vocational choices or potential choices.

As I spoke with colleagues, almost no one—from public relations directors to housing directors to a mayor and a city council member of a small college town—questioned the value or role of student activities. The main wish was that more students would take advantage of the activities.

Student activities and university unions can and do influence the general environment of a campus in subtle, unacknowledged, and sometimes undefinable ways as often as in splashy, well-known ways. They affect recruitment and retention efforts and relations with the community. By creating alumni who take their university experiences into their own communities, they influence all of our futures.

Appendix A
Campus Visits

Campuses were selected because of an established reputation for excellence or because they were similar to California State University, Chico, in size and relationship to their communities. The following campuses were studied between January and June 1984:

- Eastern Washington University, Cheney
- Oregon State University, Corvallis
- St. Louis University
- San Diego State University
- San Francisco State University
- Southern Illinois University,Carbondale
- Stanford University, Palo Alto
- University of British Columbia, Vancouver
- University of California, Berkeley
- University of California, Los Angeles
- University of California, San Diego
- University of Idaho, Moscow
- University of Missouri, Columbia
- University of Oregon, Eugene
- University of Southern California, Los Angeles
- University of Washington, Seattle
- Washington State University, Pullman
- Western Washington State University, Bellingham

Eight to 15 individuals were interviewed during the course of one- and two-day visits at each institution. Those interviewed had the following titles:

- Union director
- Dean of students
- Director of student activities
- Adviser for student government and programs
- Director of public relations and information/publications coordinator
- Coordinator of public events/performing arts
- Director of residential life
- Faculty responsible for special annual public events
- Students responsible for program planning

Appendix B
Interview Questions

If we describe "programming on campus" as the public events (largely planned, some spontaneous) of a university outside the classroom that seek to educate, entertain, and provide for the physical, social, and intellectual development of an individual, how does an institution provide for, shape, and monitor those activities so that the activities systematically contribute to the mission and goals of the university that address the development of the well-educated citizen?

The purpose of this inquiry is to examine if and how these programs contribute to the overall intellectual environment of the institution and to study specific factors that may influence and shape these programs.

The following questions were used to assist in generating this information during interviews with more than 150 individuals on 18 university campuses.

1. Is there an overriding philosophy about programming goals that all university programming units are aware of and adhere to? What is it? How is it defined, and how is it reviewed?
2. How is the university commitment to programming expressed? (i.e., availability of staff, facilities, and budget communications to faculty, staff, students, and community)
3. When "campus programming" is discussed, what areas does it usually include? (i.e., drama, music, athletics, special festivals, speakers, concerts, programs for community children and special populations, residence hall programs, intramurals, student government activities, community events in university facilities, graduate student needs/interests, etc.)
4. Who helps shape how the campus perceives and implements programs? (i.e., president, public affairs office, development office, student groups, faculty, student activities, residence hall staff, individual departments, council of deans, etc.)
5. What common factors (if any) link all the university-related groups that do programming on campus? (i.e., a coordinating committee, common funding sources, availability of facilities and calendar dates, an overall philosophy about programming, some basic guidelines and policies about how all programs are presented, publicized, etc., a single uni-

versity public events coordinator, a sense of pride to do all of them well, etc.)

6. What groups and entities sponsor and present most of the university's public programs?
7. What is the organizational structure for creating, coordinating, and making individual programs happen? (How many different individuals or groups plan programs, what are their general budgets, and to whom do they report?)
8. How are faculty and staff involved in programming? (i.e., attending events, helping student groups plan events, presenting programs, publicizing upcoming events in classes, using events as part of class/lab experience, making regular requests to available funding sources for speakers and programs, or independently creating special events)
9. How are faculty and staff recognized for their contributions to programming? (i.e., personnel file, annual public recognition, periodic press releases to off-campus media, regular on-campus communications)
10. What is the general breakdown of attendance at public events among students, faculty/staff, and community?
11. What is the institution's most unique educational/cultural/entertainment program?
12. What is the students' role in shaping university programs? (i.e., by attendance, budgetary support, program planning committees, etc.)
13. In what ways does the academic side of the university interface with social/cultural programming?
14. Are there any special or particular events that promote learning, intellectual exchange, and exploration along with relaxation and entertainment?
15. What contacts or structures exist among nearby or sister institutions that benefit programming efforts? (i.e., joint sponsorships or bookings, reciprocal student ID privileges, newspaper coverage, publicity privileges, etc.)
16. What honors programs exist? How do they relate to cultural programming? What impact do these students or programs have on the campus?
17. What are the programming thrusts in residence halls? (i.e., encouragement to attend campus programs or offerings in halls, live-in/teach-in faculty, honors wing, entire hall activities, etc.)
18. What special programs are there for graduate or re-entry students (by university, by Associated Students, other programming areas and academic areas, housing, child care, special organizations, outreach regarding cultural, entertainment programs, etc.) to both target programs to them and then advertise to them to create participation?
19. What program efforts occur to encourage the integration of non-traditional populations, both campus and community, with the general university culture: international students, Asians, Chicanos, blacks, etc.?
20. What "target populations" does the university provide programs for in the community?
21. What role do community-sponsored events play in creating the overall ambience of the institution? Are they welcomed warmly, publicized in university publications if requested, and attended by university members, or are they simply lessees of a university facility and basically "on their own?"
22. How would members of the following groups describe your university in terms of cultural/educational programming and intellectual rigor? (i.e., surrounding community, alumni, faculty, staff, students, appropriate affiliated business or corporations, other educational institutions in immediate area)

Appendix C
Common Themes and Patterns

Common themes and patterns from the 18 campuses are listed in two broad categories rather than in priority order.

Student characteristics

1. Students' interest in organized activities is increasing. This is most often expressed in special interest student organizations rather than program and planning committees of student government associations.
2. Career-related organizations, activities, and experiences are increasingly important to students.
3. Programs and activities that are entertainment-, social-, or relaxation-oriented are much more popular than intellectually stimulating "educational" programs.
4. More students are interested in attending events, but fewer are interested in creating and producing them. Committees often include one to four students, except for very large, "all-campus," student-run programs.
5. Except for outdoor recreational programs, intramurals, and dances, passive observation rather than active participation is the usual involvement.
6. Students who are actively involved are more responsible. They are concerned that dollars are well spent, that the event is safely and responsibly presented, and they are willing to live within university parameters and requirements for programming.
7. Ethnic student groups are becoming better organized and more involved in campus issues that affect them, and they are producing more "public programs."
8. Students are:

- more conservative than five to eight years ago.
- more career- and goal-oriented.
- more likely to ask, "Can I do this?" rather than stating, "We are going to do this," and they work within the system for change.
- more studious.
- not very oriented toward social issues.
- working more, often eight to 15 hours per week.
- selecting their universities because of specific academic programs.
- seemingly more complacent but perhaps more cynical about how much they can effect change.

- more narrowly focused and less likely to seek out and explore new experiences.
- heavily involved in physical recreation and intramural programs. Fifty to 60 percent of the student body is the usual participation level, and there is rapidly increasing interest in individual skill development over team activities. Separate student fee paid recreation facilities are a growing trend, already existing at one-third of the campuses visited.

General observations

1. No university has yet developed an operational, overriding philosophy among the major programming bodies, nor does any university have a master calendar system that encompasses all public programs. College union information centers are the main sources of such information, largely because of internal philosophy about what information centers should be.
2. More than half of the universities have professional staff specifically hired to contract and produce major performing arts programs with little or no student involvement. Audiences are more faculty, staff, and community than students (i.e., 10 to 15 percent student audience is very common). Programs produced by student government are largely rock and contemporary concerts and popular speakers.
3. Residence halls are making increased efforts in programming; resident advisers are seen more as programmers (with specific program expectations) and less as rule enforcers. Awareness and utilization of the broad spectrum of campus programs are less than desired nearly everywhere, and most housing staffs wish there were some way to increase it.
4. Alcohol awareness programs are being regularly developed in and out of residence halls. Responsible drinking is the primary theme.
6. The ethnic mix of students and faculty is a concern for all universities. Many West Coast universities are experiencing a dramatic increase in the Asian student population, and most have not prepared well for it.
7. As enrollments decline and retention of existing students becomes as valuable as recruiting new students, awareness of the offerings and ambience of the entire university community is increasing dramatically.
8. The appearance and maintenance of the university physical plant is important to recruitment and to general perceptions about the institution by the campus community and the public.
9. The role and position of the university within its city, region, and state generate increasing internal examination as budgets tighten, enrollments plateau or decline, and citizens have different expectations about higher education.
10. The philosophy, administrative style, and general involvement of the university president on and off campus have significant impact on how all segments of the university carry out their programs and on how the surrounding community perceives the university .
11. Observing some of the characteristics of a university's chief administrators and leaders can give several clues about the institution's next five to 10 years. How many administrators are in their early to mid-40s; how many are "local" or "outside the system" products; how many are near retirement; what is their major operational emphasis: business management, traditional educational collegiality, cooperation with the surrounding community, survival by any means, maintaining an academic or athletic reputation, increased developmental funds, contracts, support, "return" to academics, emphasis on technical and professional programs, etc.?

Power and passion in the work place

Roger Conway, California Polytechnic State University, San Luis Obispo

The impact of women entering the work place is a rapidly growing phenomenon. According to *Business Week*,

> *The great American job machine is fast becoming the eighth wonder of the world. While employment has declined in most industrial countries, the U.S. is creating jobs at breakneck speed: 20 million in the past 10 years. Many experts seem baffled by this phenomenon but the reason is simple: women. Women are flooding into the job market, boosting economic growth, and helping to reshape the economy dramatically. Women have seized two-thirds of the jobs created in the past decade. And they have been the linchpin in the shift toward services and away from manufacturing. (Pennar & Mervosh, 1985)*

The work place is changing gradually, but the role, the rights, and the dignity of women are only slowly coming up to the level of their male counterparts. The fact that many lawsuits for salary discrimination are still active throughout the country more than documents that point.

Another important aspect of women in the work place is our freedom to love, to be male, to be female, and to enjoy the

excitement that comes with that. Our viewpoints are changing rapidly, according to the *Wall Street Journal:*

> *Aloft in corporate jets, or bathed in the glow of computer terminals, high level office romance is flourishing and big companies bowing to the inevitable are giving their cautious blessings.*
>
> *When James Conran and Phyllis Micco, regulatory case managers at Pacific Bell, were assigned to the same project, they were closeted together in the same office for 16 hours a day every day for a month, and, as Mr. Conran recalls, "We couldn't stop the chemistry. People will be people." The pair kept their budding romance a secret fearing that Pacific Bell would disapprove. When they drove to work together, Ms. Micco would duck under the dashboard, wait a few minutes before following Mr. Conran into the building.*
>
> *Finally, when they both needed the same week off for their honeymoon, they told their boss and volunteered to work in separate departments, but instead of forcing any change in jobs, their boss ordered up champagne and an office party. (Langley, 1984)*

Sexism consists of attitudes and behaviors that erode the power and dignity of the opposite sex. This paper deals with the natural excitement and pleasure we derive from our maleness and our femaleness and the strong attraction that results in sexual expression and love. Too many women today have been influenced by guides to success in business, and most of those books prescribe the "iron maiden approach" to a career. After all, when a man and woman fall in love in the work place, it's the woman who has to go. Sex in the office fits into six categories: flirting, toward one person or toward a whole group of persons; the one-night stand, a date, or sexual involvements; casual dating, with or without sex; an affair; sexual harassment; and marriage (Horn & Horn, 1982, pp. 23-39).

Sexual harassment is defined by Title VII, Section 703 of the Civil Rights Act, as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constituting sexual harassment when submission to such conduct is explicitly or implicitly a condition of an individual's employment." Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such an individual, and such conduct has as a purpose or effect of reasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

How many institutions have active policies on sexual harassment? A violation of Title VII is prosecutable and can result in fines and other types of penalties. Managers can be held responsible for sexual harassment by one of their employees or in some cases by non-employees. Not having knowledge or having knowledge but not being able to take action is not necessarily an acceptable defense.

A survey by *Redbook* several years ago indicated that about eight out of every 10 women in the work place at that time were affected at one time or another by sexual harassment (Safran, 1976). With the increased awareness of what constitutes sexual harassment and the remedies that are available, the liability and the responsibility of managers today are going to be much greater than they have ever been. Perhaps the best definition of sexual harassment is that it is an inappropriate use of power over another individual to derive some kind of sexual benefit.

A study done by the Equal Employment Opportunity Commission of just the government area alone estimates that from 1978 to 1980 sexual harassment cost the U.S. government $189 million. Not only is it a situation that can result in legal liability, it can also take its toll financially in terms of low productivity, high turnover, and other kinds of legal action. Educational institutions fall under Title IX, and the Title IX officer of each institution is also the enforcement officer.

Two things are not acceptable in the work place: sexism or sexist attitudes and sexual harassment. However, the work place is a sexually stimulating or sexually exciting place. Where is the room for the expression, the natural expression, of sexuality?

Whenever the equation of power comes into play in a relationship, that relationship is dangerous. However, the new body of research indicates that when the relationship is purely for the purpose of two peoples' enrichment and power is not a part of the equation, the relationship causes no damage in the work setting and in some cases becomes an exhilarating factor. One problem is that far too many people are concerned about the business of others. An enlightened perspective isn't going to come about right away; it is something that attitudes will have to change before the full expression of sexuality in the work place can be dealt with.

When researchers looked at those areas where employers presented relationships between men and women as being damaging, in each of those situations power and the advancement of one's power was a principal ingredient. The issue of Mary Ann Cunningham and Philip Agee at Bendix is a case in point. Even the appearance that Cunningham's career was advanced through her relationship with Agee gave rise to all types of rumor, all types of innuendo, all kinds of disruptive and damaging gossip and problems within the Bendix organization, which finally resulted in Cunningham leaving that firm.

Relationships become tacky when two people are at different levels and one of the two parties—usually the male, although that's changing—is in a position to have power over the career of the other person. Some of the earlier taboos that were written into management policy about dating in the work place were from the viewpoint of the woman traditionally being in a subordinate position, such as a secretary, and the male being in a management or power position. What is happening in industry and also in the public sector is an increasing realization that when two people are at a peer level those relationships do not cause problems once the community deals with it in an open and honest fashion and once it is accepted that the purpose of that relationship has nothing to do with wresting power from others.

One other aspect of male and female relationships that touches upon sexuality in the work place is the mentor relationship. Women are entering the work force, moving up the corporate ladder, but in the majority of cases it is still the male who is at the top of the organization. Mentoring is almost a necessity for people in the business world to make it to the top. They need mentors who will point out their strengths, their ability to promote themselves to the right people, and to help them make the right career moves. The mentoring relationship, because of the imbalance of women in the

work place, frequently gives rise to a male mentor/female protegee relationship.

Harvard Business Review studied 24 female protegees and 13 male mentors (Collins, 1983, p. 142). It was extremely difficult for the male mentors even to form the relationships because of the kind of gossip resulting from that power relationship. There was a great deal of speculation, which in some cases was injurious to some mentors' marriages, or in some of the more staunch conservative organizations, to the morality of the mentors. In only three out of 24 cases actually studied was there ever any kind of sexual involvement between the mentor and the protegee, but the assertion is almost always given that sexual involvement is the reason why it exists in the first place.

As we look at the more open view of male/female relationships in the work place, it is important to put aside that kind of speculation. Horn and Horn (1982, p. 37) describe one concept of the future: "Sometime soon companies will no longer see women in one way and men in another. On that day, sex in the office will cease to be a potential problem and become instead a question of options and possibilities for each of us to answer personally." Thinking and planning to succeed in business alone shuts out part of the normal maturing process. The growing ability to love and to look beyond one's own needs to the needs of others is as essential to being a good executive as it is to being a good friend or lover. Men and women should be allowed to act like men and women in the office as freely as they do elsewhere, as long as they do their jobs and don't interfere with the ability of others to do theirs. If a relationship is equitable—and this is where the whole issue of power comes into play—it shouldn't be restructured or destroyed by obsolete company rules and attitudes or by the jealousy of co-workers.

This is not to advocate a sexual free-for-all. There are still too many chances for harassment and other exploitive uses of sex in the office relationship for companies to take a complete hands-off attitude. Rather than discouraging equitable relationships, whatever their sexual content, companies should encourage an atmosphere in which men and women respect each others' abilities and rights. If this takes some regulations and some company interference, so be it. Eliminating stereotypes in sex roles will go further in protecting workers' jobs and private rights than any rules.

The people who are working today are human beings in every sense. They have the right to express themselves in terms of their full male status or female status without exploiting others. As educators and as managers we need to clearly define appropriate and inappropriate behavior. Deal with those kinds of behaviors that hurt others. Give people freedom to do those things that cause no pain, cause no hurt, and allow others to grow. We're going to see more men and women who are husbands and wives rising to positions of corporate leadership and still carrying out their jobs well, still contributing to education or industry.

The most interesting example of this was at the *New York Times*, where the Sunday magazine editor and the international editor challenged the newspaper's rules with regard to husbands and wives working for the same publication by demanding that they both be fired. *The New York Times* changed its rules, the editors are now married, and according to their co-workers, are more productive than ever.

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Part two: Working plans for better management

Keynote address

Blueprints for better management

Jack Laughery, Imasco USA

I was a little apprehensive when I learned that the subject assigned to me was Blueprints for Better Management. I thought it might be difficult to take the business principles and philosophies that have evolved in my life over the last 25 years or so and have allowed me to be at least a fair manager of a major corporation, and apply them to your business, which is, of course, the proper care and feeding of college students. But when I thought of the long association our company, Hardee's Food Systems, has had with many of you, the understanding and appreciation that we have for your business, and the fact that we have more fast-food operations on more campuses than anyone in our industry, the more relieved I became. Certain basic underlying principles of management can be successfully applied to any business, and certainly to your business.

One ever-present and changeless need is to hone our skills for assessing and developing people. Your ability to motivate people to work together toward predetermined objectives will ultimately serve as the cornerstone of your success as managers of anything. If you can create an environment in which people are encouraged to strive and achieve short- and long-term goals, those which have been set by your organization and those which they have set for themselves, you will then have created the ideal climate of excellence, a climate that offers individual opportunity and encourages innovation and creativity.

Robert Half, in writing about the management of people, said, "There is something that is much more scarce, something rarer than ability. It is the ability to recognize ability." The downfall of any company, after its first two or three years at least, has rarely, if ever, been the result of a lack of financial resources. The downfall has occurred when there has been an inability to coordinate a group of motivated people and a reluctance to give them long enough leashes to innovate and to take risks in the creation of products and services. Further, downfall has occurred when companies cease to have accurate information on the changing needs and desires of the public. Long-range planning based upon this information is best used to recognize change as it takes place. Long-range planning is not really that complicated, but it is tedious, and that's why there is such a strong temptation to avoid it. However, when management responds only to developments, the bell has already begun to toll. Peter Drucker, the great American management guru, has said, "The only things that evolve by themselves in an organization are disorder, friction, and malperformance." Excellent management predetermines developments and therefore controls its corporate future.

In 1972 Hardee's had virtually unlimited financial resources. By 1974, only two years later, the company was almost bankrupt. What happened?

In its zeal to build restaurants based upon the easy availability of money, the company utterly failed in its responsibility to develop people. It was almost as though these restaurants, once built, were machines capable of running themselves. No one gave any thought to the incredible number of trained, motivated people necessary to manage literally hundreds of profit centers peppered around the country. What happened, quite simply, was that Hardee's had played its long suit to the detriment of the corporate well-being. I first heard a professor at the University of North Carolina propound the theory that most people are ruined by their long suits. It was difficult for me to understand that for a long time. Most people are ruined, most corporations are ruined, by their long suits. In Hardee's case, the company's outstanding ability was in acquiring financing and putting together financial packages. It did it so well and so easily that it subordinated all other efforts to that one talent. The company did not address its short suit, which was collecting and retaining a cadre of trained and motivated people. That became my task.

Perhaps the best advice I can give you is that when you're faced with building a staff, seek those rare individuals who are truly committed and build around them. Excellence demands and therefore attracts excellence. Always remember that individuals, not organizations, create excellence. With their unique skills, they lead others along the pathways to excellence, carefully cultivating those who may later assume the controls. To groom future leaders successfully, the mentor makes sure that he or she passes on the gift for strategy and the flair for building a strong corporate culture. So important are these two basic points of reference—strategy and culture—in today's business environment, that I'll take some of my allotted time to discuss them.

First let me define the difference between strategy and culture.

Strategy is the hard-nosed American approach to business that traditionally stretches the impact of the bottom line. Culture is the careful attention to organizational and people needs, the human side of the equation.

In the ideal organization, there is a strong bonding of the two. Such a marriage of strategic thinking and corporate culture building requires leaders not only to cultivate broad vision but also to master the skills to implement that vision. Such leaders see crisis as opportunity, not danger, and create a future equally responsive to the bottom line and to an organization's people. Transforming mediocre organizations into excellent ones, converting crisis into opportunity, and shaping vision into reality demand more than theoretical formulas or quick fixes. Although it takes a tremendous investment of time and effort, the successful manager must learn to do it. Unfortunately, most executives can either think strategically or build cultures, but cannot do both simultaneously. The challenge is to become both visionary and realistic, sensitive and demanding, innovative and practical. The leaders who can do all of these are the ones who do things first, sometimes before others even dream of them. They thrive on always being on the edge of new trends and ideas. In short, they recognize the truth in Marchand's maxim, "To be a success in business be daring, be first, be different."

Strategic thinking and culture building work best in tandem. Actions based on strategic thinking must effectively satisfy customer needs, gain a sustainable advantage over competitors, and capitalize on company strengths. Actions aimed at corporate culture building instill a collective commitment to a common purpose, encourage employees to deliver superior performance, and establish consistency that helps attract, keep, and develop leaders at all levels within the organization. Most companies are either strategic-deficient or culture-deficient. Deficiencies in either sphere usually lead to failure. Who can overcome such deficiencies? Obviously, strong leaders. Fortunately for all of us, leaders are made, not born. Any executive willing to make the commitment and the investment of time can learn the essential skills for constructing excellence on the foundations of strategy and culture.

When morale sags and excellence declines, many managers begin to feel frustrated and powerless. They grow defensive, a position that makes it impossible to adapt skills to a new environment. You cannot impose ironclad techniques and procedures on organizations. Rather, you must master a whole new group of skills that help you flow with new, different, and changing conditions.

We have all studied the six fundamental managerial skills, taught by our leading business schools, that would supposedly ensure success in today's business world: (1) set goals and establish policies and procedures; (2) organize, motivate, and control people; (3) analyze situations and formulate strategic operating plans; (4) respond to change through new strategies and reorganizations; (5) implement change by issuing new policies and procedures; and (6) get results and produce respectable growth, profitability, and return on investment. All very simple, all very sound, all very basic, all very trite, and very candidly, all very boring! Although these have worked well in the past, declining American productivity and increasing competition may indicate that they no longer suffice.

To achieve corporate excellence in the future, managers must learn what Craig Hickman and Michael Silva, in their book *Creating Excellence*, refer to as "new-age skills." These are creative insight, sensitivity, vision, versatility, and patience. Let's take a brief look at each of these new-age skills.

Insight. Insight allows executives to strike at the heart of the problem, not just at its visible symptoms. Executives lacking insight see either the forest or the trees, but never both. Without insight, executives waste valuable resources because they don't get at the roots of the problem and therefore they are unable to design successful solutions. Perhaps most importantly, insight allows the executive to ask the questions that will provide the keys to solving the problem at hand.

Sensitivity. Remember this point if you don't remember anything else that I say this afternoon: sensitivity to others is the cornerstone of successful management. If you don't have it, attempt to cultivate it. If you can't cultivate it, I suggest you hang it up. If in the final analysis people are the organization's greatest assets, managers must understand how to bind them together in a culture in which they feel truly motivated to achieve predetermined goals. Face-to-face communication, ongoing training and development, creative incentive programs, and job security all display the sort of sensitivity that allows the executive to nurture a strong culture.

Vision. The visionary executive spends considerable time walking around the organization warmly greeting and chatting with employees. Tom Peters, in his book *In Search of Excellence*,calls this MBWA—Management By Walking Around. Visionary executives frequently talk about their philosophies, the corporate direction, the values they think will keep the company successful. The non-visionary executive never talks about philosophy and, in fact, apparently does not have one. Visionary executives urge their employees to bring both their hearts and brains to work because in reality the two cannot be separated.

In a study of 50 outstanding chief executives, a management consultant identified four common characteristics. Successful chief executive officers develop a compelling vision of the firm's future. They translate the vision into reality by concentrating on keys to success. They remain deeply involved at the very heart of things, spurring the actions necessary to carry out the vision. And finally, they constantly articulate the vision so that it permeates all organizational levels and functions, taking the organization where it has never been before.

Versatility. Versatile executives regularly and consistently develop and try new ideas, products, approaches, and methods, never allowing complacency or inflexibility to settle in. They monitor the environment with acute attention to detail, quickly and thoroughly studying anything that might signal a trend or a change in customer or competitive behavior. They have the habit of moving boldly in a coordinated, orderly fashion, seizing opportunities with discipline. Versatility prepares us for the ever-changing world in which we live. If we approach the world with fixed ideas and positions, we will suffer, not prosper. But if we embrace—remember that word—and participate in changes, we will perform more creatively and powerfully than we ever imagined. Most importantly, being versatile makes any task more fun. Without versatility we become set in our ways, isolated in our own worlds, unable to adapt to changes around us. And when we are finally forced by external circumstance to change, control already lies beyond our grasp.

The implementation of change is sometimes, if not always, very difficult because it requires discipline and, in most cases, patience. The implementation of change invariably goes through three distinct cycles. First, the suggestion of change produces a reaction of abhorrence. How many of you have heard when you suggest a change: "I don't like it. Not only do I not like it, no one I know likes it. It is obviously a waste of time. The change is wrong, and anyone could find at least 10 reasons why we shouldn't make this particular change." Then we move into stage two, toleration. "Change isn't really a good idea for me, but I can understand why maybe you would like it." Then we finally move to phase three, and that is the word I asked you to remember, the cycle of embracing the new idea. To change this concept back to the original, the one you were trying to get them to give up, will require you to go through those same three basic changes: abhorrence, toleration, and embrace.

The point of this example is: don't be surprised when a new idea is not accepted by many and requires repeated selling on your part to your people. Don't expect your people to go immediately to third base and embrace the new idea. It takes time for them to accept the change just as it most probably has taken a great deal of time for you to develop the new idea in the first place.

In most cases those people who are the toughest to convince to change have the least confidence in themselves, which is another reason that you need to have patience in allowing them time to become comfortable. You need to give these individuals additional support and understanding as they implement the change. You need to ensure them constantly that they are doing the right thing and make them confident that they are going in the right direction because they lack the confidence in the first place.

Patience. We might also call this living in the long-term. Patience enables you to integrate and orchestrate the use of the other skills I have just outlined. Patient executives, knowing that excellence does not arrive overnight, have the sort of staying power that invents the future. The hardest lesson for any of us is that learning is obviously a continuing process.

Always be ready to accept a new idea or an old idea whose time has come again. Perpetually review yourselves and your organizations and honestly assess your own performance and the performances of those around you. At Hardee's we go through what we call a helicopter exercise at least once a year. We try verbally and mentally to suspend ourselves above our work environment and take a really good, hard look at our own development and that of our company. We decided that the only thing worse than knowing the truth is, obviously, not knowing the truth. The odds for excellent performance seem strongly in favor of those companies that stay reasonably close to businesses they know.

When I first came to Hardee's, the corporation had ventured far fom its original character, which was selling hamburgers to the American public. We were dabbling in a great many side businesses, which siphoned off both time and talent from our main purpose. It became then and remains today a touchstone of our corporate philosophy that we are better off doing what we know best and that we should not wander too far afield from our acknowledged area of expertise.

We have all heard a great deal in recent months about the innovative American companies that have responded successfully to the competitive challenges from Japan and other countries. From all that I have personally been able to glean, these seem to be among the most important things for me to remember to assure the continued corporate health of our company. They might be helpful to you. And when I speak of companies, please don't isolate it to that. A company could be your own individual task, your division, your department, your sphere of responsibility. Innovative companies in that broad sense seemed to be especially good at continually responding to change of any sort within their own spheres of interest. Innovative companies, again in that broadest sense, did not fall victim to paralysis by analysis, those situations in which action stops while planning takes over in the name of the Almighty. Believe me, there is always somebody who can use analysis to prove why an idea won't work. If analysis conflicts with common sense, I reluctantly advise you to abandon the analysis. Experimentation is essential for growth; therefore, innovative companies encourage practical risk taking and support good tries. Always remember that any business can tolerate a truly enormous number of errors in detail if the strategic direction for the company is relevant and correct.

Although I place Hardee's among the innovative companies within our industry, I must tell you that even we sometimes fall prey to the paralysis by analysis syndrome. A few years ago I pleaded with our research and development department to come up with a certain new product. I'm not going to say what it is because it still isn't around. I'm sure I even had tears in my eyes when I requested it from research and development. They tested and they analyzed and they analyzed and they tested, but no one was willing to introduce the product into a restaurant. The fear of making a mistake was just too great. I think my error was in allowing research and development to know just how badly I wanted it. It made the fear of failure even that much greater. In fact, I have as a result coined Laughery's hypothesis: the speed with which research and development develops a new product is in direct inverse proportion to the priority the CEO places on it. Incidentally, this particular new product still isn't on our menu and won't be until at least 1986, but we're gaining on it.

I'd like to share a few thoughts on my own philosophy of leadership. I have served as chief executive officer of Hardee's for several years, and my definition of my role within the corporation has been very much an evolving one. It has been principally a task of assessing all of my disciplines, those that come naturally and those I have had to acquire in order to arrive at last at the heart of the matter.

In my opinion, the real role of the chief executive or the manager is to manage the values of the organization. Yes, they must foster leaders and innovators throughout the company and, yes, they must encourage risk taking and even small errors. But most importantly, they must somehow, with whatever personal drive they have at their command, instill the corporate values, the corporate culture, the department culture into every employee. Those who respond to these values will become even stronger and better employees. Those who do not respond will quite probably leave.

In a recent discussion relating to Hardee's success, I said that one of the reasons for our growth and stability was that senior management had remained in position long enough so that people had very clear perceptions of what we stood for and what we expected from them. Employees have a clear idea of the values we hold to be crucial for our company. In too many

organizations, and it is certainly true of the food service industry today, top management and chief executive officers seem to be constantly involved in a game of musical chairs, moving every year or two and never remaining long enough with any one company to develop a corporate culture or instill a set of corporate values. Some of us are very fortunate in that area, however. A company without established, definable values may be likened to a ship without a rudder. It will almost certainly eventually founder.

Let me lay down as succinctly as possible my personal blueprints for better management. Some you'll like, some you won't. Pick whatever you like.

If you want to be a manager and you're not now, if you want to be the head of your department and you are not now, or if you want to be promoted, begin performing like that person you want to become. There is no substitute for performance. Get the mental attitude that you have already earned the promotion you're seeking. No superior can give you authority. That is an underlying bad piece of information that I have found in many people. They think that if you will just give them the title and just write down on a piece of paper that they have authority, some magical thing happens and all of a sudden they will be the person that it says on that piece of paper. It doesn't happen that way, and it won't. Start acting like that, looking like that, believing like that, and I think you'll find it won't be very long until you will be given those responsibilities.

Never tolerate mediocrity. It will affect all levels of performance and will eventually corrupt the entire fabric of your organization.

Move fast with reversible decisions. Obviously, move less fast with irreversible ones. But don't agonize over making a decision if it can later be corrected. Save that big agony for the big ones. You'll have plenty of them. But don't stir the water forever on some decision that's no big deal, that if it's wrong and slightly off course you can correct it within a relatively short time.

Never try to solve all of your problems all at once. Make them line up one by one. Years ago we had a corporate executive who came to me and had a list of problems on about four legal-size sheets of paper, and he was absolutely 100 percent correct on every one of them. I said, "Ben, give me that sheet," and he gave it to me. I took the second sheet, crumpled it up, and threw it in the wastebasket. I took the third sheet, crumpled it up, and put it in the wastebasket. I took the first sheet, took off the top third of it, and gave it to him. I said, "Ben, when you get those three problems solved, come back and see me. We'll look at the rest of them. In the meantime, don't worry about them."

We are all very much in the habit of listing the various problems we have to attack. There aren't enough hours in the day, nor days in the week, nor days in the year. You can't do it all at once, and most run around chasing their tails trying to figure out which problem to attack. Take three or four of the most important and truck on; as you fix one, add another.

I mentioned this one before, but I'll mention it again so that you'll know how important I believe it is. Seek out those rare individuals who are truly committed and build around them.

Here's a tough one. Move people up when they are ready to move up. Move them sideways if you must. Move them out when you have to move them out, but do it all very carefully with the thought of the long-run. This is probably the most difficult task for any person responsible for heading a segment of people: to know when to move them up, when to move them sideways, and, unfortunately, when to move them out.

I just came from meeting with an organization we have in our company, a kind of junior board of directors. They are people who have been designated by corporate executives throughout the company as being truly outstanding people who are director level and below—that level right below vice president. If they are mentioned by five different individuals, they can participate on this advisory board. I asked them for some criticism, things they thought were wrong with the company that we could correct. One criticism was that management takes too long to move someone out of responsibility or to terminate them. And I had to turn to them and say, "No, probably when I was 25 or 30 I would have thought that too. But if I am still fortunate to be around here five to 10 years from now, I hope that's still on the list. Because if you have to be wrong, be wrong that way. Don't be known for the culture that allows one and one-half mistakes and you're out."

It's tough to build long loyalty, but obviously you cannot go on and on and on and leave people in positions for so long that they lose their credibility. This is especially difficult if you're dealing with people who have been with you a long time and with whom you have a lot of personal relationships. If you're going to be guilty of something, be guilty of maybe procrastinating a little bit too long rather than too short. But try the middle of the road.

One of the main functions of management is to allow people to make small mistakes. Your function is to keep them from making big mistakes, but without the ability and flexibility to make small ones, their creativity will be stifled. Don't worry about people making little mistakes even though you know just as sure as you're standing there watching them do a particular task that they are going to foul it up. Bite your tongue, turn your head, walk away, come back and smile, and if nothing else, try not to say, "I could have told you so." Let them do it and go on with it because the reverse of that creates an inability to move and do anything, and they just stand there very stifled. Let them go ahead and foul it up if it doesn't make that much difference. They won't do that again. If they're headed for a big mistake, that's your function. But allow them to make little ones.

It's easier to remove controls than it is to install them. Strong initial control will assert your management prerogatives and you'll be respected for it. Subsequent loosening will be interpreted as a gesture of respect for your subordinates.

Never accept a numbers-only financial report. Insist on some prose, good/bad statements, and analysis. Always rank your time and project selection according to the impact on profitability. Never be satisfied with results.

We have had a compound earnings growth over the last 13 years of 32 percent per year, and every year we hear people say, "You can't keep doing that. The little calf is growing up into a great big bull, and that 30 percent again gets too big." Last year we did slip quite a bit. It was 36 percent. Never be satisfied totally with your results and think that you couldn't have done better. Too often, profitable companies become comfortable companies, and they are profitable no longer. We can all think of a multitude of examples of that in the United States economy.

The numbers can never be too hard. It ties together with what I was saying to you earlier: the numbers are never too hard, only the problem of deciding the strategies to achieve the numbers. I've

heard a lot of arguments with a lot of management people on how to properly go about the process of budgeting. We've changed the way we've budgeted considerably over the years and evolved into something that has worked very effectively for us. But I'm sure a lot of people in management would tell you that what I'm about to suggest is not the way to go about making up a budget. I share it with you because it works for us.

Top management made a commitment a number of years ago to judge ourselves by our ability to achieve 25 percent compound growth in pretax earnings per year with a stretch goal of 35 percent. You could ask almost any person in our company—officer, non-officer, director, non-director—what are the profit goals of Hardee's Food Systems and Imasco USA, and be told exactly that figure, about 25 stretch 35. That's part of the culture. Everybody knows there's no darn sense in carrying numbers up there that are going to be 12 to 13 percent increase, because that ain't gonna get it.

My point is that we back into it. Others would tell you that is a terrible way to do budgets, but we set the figure that we think we are capable of achieving. Then we go back and set the strategies. We count the number of new stores we're going to build and we count the percentage of growth that we think is achievable in terms of average unit volume increase. We go back and break that down by new product line, and if we're going to do some new product, what will that give it over normal trend and what happened last year. We do all that fussing. We're going to do something new in construction or we're not; we get all of those strategies down below and then we add those up. And if it comes up to an 18 percent increase in earnings we say: "Hold it, we've got a problem. We have to go back and work on the strategies, not the numbers." The hell with the numbers. Leave the numbers alone. We knew what the numbers are before we even started. But keep working those strategies until you literally back into the 25 percent or the 10 or the 5 or the 2 percent or whatever you have settled on as a group. As a group we decided that. I didn't decide it, our parent company didn't decide it, we decided it. Once your group is committed to a goal, work your strategies and quit fussing with the calculator. Change the strategies, not the numbers.

Be decisive. A decisive person will prevail only because almost everybody else is indecisive.

An effective general manager is an expert juggler. The effective general manager successfully balances long and short needs of the firm, internal and external developments, and lower and higher priorities.

Criticize behavior, not people.

When you decide to end your workday, do one more task, then stop. When you've mentally shut off, say, "OK, I'm going to go home, but first I'll sketch out this little memo," and that's one less thing you have to do later. It works very effectively.

To succeed you only need to be sure that you get up one more time than you fall down.

And last, don't forget in your quest for business success to pay your civic rent. I think all of us get so busy in striving to do our individual jobs more efficiently, putting in more hours, being driven to a higher degree, that many times we forget to participate in the many civic events that go on in our various communities. Somebody's got to do them, and if they don't get done we all lose. You obviously can get carried away with that. And if I've been guilty, I'm guilty of the inability to say no because I like very much to do community work once I get started doing it. But that's a part of your heritage that you need to pay back. Somebody has to pay the civic rent. Pay your equal share and don't be a slacker.

I'd like to ask two special favors from each of you. First, promise me and promise yourself that you'll try to say something good at least once a day about this country we're privileged to live in. And secondly, promise me and promise yourself that you'll always strive to keep your sense of humor. It will often save you from catastrophe and may at times even save you from yourself.

Generating revenue through retail operations

Thomas M. Keys, Oklahoma State University

Increasingly, college unions are expected to rely more on self-generated revenues to meet spiraling operating costs. Many unions are turning toward retail operations to meet these needs. Retailing on college campuses appears to be taking the form of franchised or contracted commercial businesses and self-operated services designed to produce positive net revenues.

A panel of experienced administrators met at the 65th Annual Conference of ACU-I to discuss the pros and cons of retail operations in college unions. The general conclusion was that reality dictates that a growing number of unions must rely more heavily on revenues other than those traditionally derived from student fees or institutional appropriations.

With this in mind, panel members shared their experiences and views regarding the generation of revenues at their respective campuses.

Michigan Union

Frank Cianciola, director of the Michigan Union, University of Michigan-Ann Arbor, outlined the recent extensive remodeling and renovation projects in the Michigan Union.

The Michigan Union has opened six additional services in a new ground floor mall. These new operations supplement the numerous programs, services, and facilities which are already available to students and the University community. With the addition of these services, the Michigan Union moved another step closer to completing its master plan which was written cooperatively by a committee of students, faculty, staff, and alumni.

A great deal of planning and research has gone into the development of the mall and selection of tenants. There is a natural continuity to the mall. The lessees who have joined the Michigan operation understand their special role. They are, for example, sympathetic to the complexity of University needs and are realistic about student budgets. They understand and support the fact that the Union is much more than just a convenient service center. In addition, these operations will employ hundreds of students every year.

Pronto Printing and Typing Service does everything its name implies, with a special emphasis on course packs and dissertation preparation. In addition to serving academic customers, Pronto will do legal and medical transcription plus overflow copying and word processing for the local business community. Wang equipment, which is compatible with many University offices, is available.

Study Break/Computer Adoption Center is an electronic entertainment center with three components. Study Break is a music-filled entertainment center with the latest in token-operated games, constant wide-screen videos, plus video movie rental. The Computer Adoption Center offers the computer owner and seeker a consignment selling service for used computers. Popular personal computers are available, as are terminals that are compatible with the University of Michigan's systems.

Sun Photo carries a complete line of equipment and photo specialty products. Photo processing services are prompt with four scheduled pickups and deliveries daily. The store also has a fully equipped portrait studio for formal portraits, passport photos, and remote setting photos.

Domestic and international travel is the business of locally owned and managed Great Places Travel Consultants. Sophisticated computerization is combined with experienced, personal services to ensure accurate, fast reservations and ticketing for students, faculty, and others.

The Michigan Union Bookstore is operated by Barnes & Noble, a book supplier for more than 40 college stores across the country. While excellence of service, product, and selection is the strong point of this full service university bookstore, competitive pricing is ensured.

Processing of student loans is a specialty of an Ann Arbor bank located in the Michigan Union. The bank offers a 24-hour automatic teller and night depository service to complement the banking services provided by its specially trained staff Monday through Friday.

University of Georgia

Earl Cashon, assistant director of the Tate Student Center at the University of Georgia, shared the results of an extensive student activity survey conducted in 1984 in which 368 institutions responded to questions concerning their interest and involvement in a myriad of services. Table 1 summarizes the 1984 survey results and compares them to the results of a similar study conducted in 1973. The survey showed the types of services offered in college unions throughout the ACU-I membership and indicated whether student interest in these services is increasing or decreasing. A definite shift in interest toward revenue-producing services was indicated, and more institutions reported some involvement in renting space to outside businesses. Cashon said that although the survey may not stand the rigors of scientific validation it at least provides some interesting trend analysis.

UCLA

Tim Bayley, student store director at UCLA, reported that the Associated Students of UCLA was heavily involved in revenue-producing activities and services. Bayley described two operations in detail to illustrate the results which can be achieved through detailed planning and analysis.

The first was a 500-square-foot convenience store called the North Campus Shop. Although relatively small, the shop does a large volume of business. The average inventory is $42,000 with the inventory turning over almost 14 times each year. The keys to the success of this store are speed and convenience. A summary of this operation is found in Table 2.

The store is operated by one full-time manager and a part-time staff of 12 to 14 students. During peak periods four cash registers are needed to serve customers. The average purchase per customer is approximately $1. School supplies are transferred twice a week from the main store. Food products are supplied by local rack jobbers.

Bulk trail mix is the most popular snack item. It requires 3 lineal feet/9 bins of retail display. Sales are approximately 200 pounds a week at a retail price of 20 cents per ounce, $3.20 per pound. At a 45 percent markup, it is a highly profitable item.

Bayley also described a flower cart, operated by the Associated Students of UCLA. This service is well received by the students, faculty, and staff. It beautifies the campus, gives training and employment to several students, and provides a needed service at a reasonable price. It also generates a significant net income from only a modest investment in space, fixtures, and inventory.

The flower cart employs two students. The operating hours are from 8 a.m. to 6 p.m. Monday through Friday during the school year. One employee, a student management assistant, oversees the operation. This relieves department management from the day-to-day operation of the cart and provides valuable work experience for students.

An entrepreneurial student employee serves as the vendor of flowers and materials, thus relieving the Store of the burden of transportation and labor costs to the Los Angeles flower mart. If the logistics of acquiring wholesale flowers seem too difficult, perhaps a local florist would consider some sort of consignment arrangement in order for a union to offer this attractive, reasonable gift item.

Miscellaneous ribbon, strippers, and cutters also need to be included in the start-up expenses. Markup, which depends on the time of year and the type of flower, can fluctuate between 45 percent to 60 percent of retail. Refrigerated storage at night is a

TABLE 1
Percentage of Schools Providing Services

Service	1984 (N = 368)	1973 (N = 277)	Service	1984 (N = 368)	1973 (N = 277)
Billiards	85%	91%	A/V equipment rental	45%	
Table tennis	78	79	Rental spaces for outside businesses	43	
Bowling	34	42	Vehicle rental	10	
Foosball	54	10	Swimming pool	46	3%
Table games	61	3	Beach area	5	
Electronic games	97	12	Ice skating	10	1
Darts	27		Roller skating	2	
Cafeteria	84	74	Shuffleboard	8	3
Snack bar	85	87	Snow ski shop	11	4
Restaurant	30	22	Health club	58	1
Coffee shop	19	12	Gym	58	5
Private dining	39	49	Weight room	12	5
Vending room	64	49	Boat rental	35	5
Banquet room	52	76	Camping equipment rental	14	12
Sweet shop	26		Sauna		
Fast-food carts	15		Radio station	54	29
Student organization lockers	44	40	Yearbook office	59	67
Western Union	3	5	Campus newspaper	80	60
Pay phones	98	95	Multipurpose room	89	73
Personal lockers	61	36	Party room	50	28
Automatic bankers	38	14	Conference rooms	88	84
Coat room	20		Auditorium	69	24
Information desk	83	88	Meeting rooms	88	88
Free phones	56	68	Reception room	58	
Computer room	31		Musical listening	29	55
Photo darkroom	50	51	Music practice rooms	39	17
Poster room	41	51	Chapel	25	22
Theater - movie	54		Open lounges	93	89
Theater - performing	47	19	TV lounge	85	70
Crafts center	19	15	Faculty lounge	39	29
Newsstand	43		Coffeehouse	30	36
Postal service	59	22	Nightclub	13	
Ticket office	58	50	Patio	57	62
Barber/style shop	16	31	Browsing lounge	20	24
Travel agency	12	13	Art gallery	57	24
Pay parking	17		Study lounge	54	42
Coin-operated laundry	26	7	Dressing rooms	23	
Child care	17	3	Cot rooms	4	
Typing room	31	8	Coin-operated word processors	3	
Print shop	42	20	Super cooker rental	1.5	
Quick copy	49		Advertising on electronic sign	55	
Bookstore	81	75	Advertising on intercom system	13	
Guest rooms	22	16	Movie laser disc rental	1.5	
Clothing store	13	5	Video lounge	18	
Flower shop	6		Make your own ice cream	3	
Record shop	6		TV video games	12	
Gift shop	17	6			

Figure 1

Flower Cart Start-up Costs

Cart construction approximately	$1,500
Plastic wrap (1,000 sheets)	40
Plastic containers (each)	3

must; Associated Students uses an old soda cooler. Tight control must be kept on order quantities to minimize product loss.

The cart carries six varieties of flowers. Roses and carnations are always available; other flowers depend on the season. Vases and enclosure cards are also sold.

The retail prices of the flowers are from $1 to $1.75 per stalk including baby's breath and a fern. A discount is given on purchases of half or whole dozens of roses or carnations. Carnations are sold for $1 each, $5 per half-dozen, and $9 per dozen; roses are $1.75 each, $8.75 per half-dozen, and $15.75 per dozen. A single rose from the florist nearest the campus is $3, a price that does not include baby's breath, fern, plastic wrap, and ribbon.

Valentine's Day is the biggest day of the year for flower sales. This year Valentine's Day sales were $4,500 from this service. Table 3 offers a summary of the flower cart operation.

Purdue University

Dale McHenry, director of the Purdue Memorial Union, Purdue University, took a more philosophical approach and challenged the concept of revenue production by asking: "What's wrong with generating revenue through retail operations? Most of us have been involved in that for years. The question is, what retail operations and operated by whom?"

As a counterpoint to those who advocate revenue production at any cost, McHenry, a past president of ACU-I, offered the following comments:

Generally, when our colleagues speak of retail operations, they have in mind business enterprises in the union operated by commercial organizations, usually franchise chains. And most often fast-food franchises. How or why that works (or doesn't) depends on the territory. My concern with that approach is that I think too many college union administrators and their supervisors view the fast-food franchise as the panacea for their financial and personnel problems. For my campus, it just does not make sense.

"Fast-food franchises can do some things better than our own food service departments," McHenry said. "Their national advertising is powerful. Their menu simplification and quality standardization are conducive to efficient operation. And their purchasing power delivers high quality at minimum prices.

"But who needs them in the union? Students? Faculty? Staff? Community? Conference guests? Other visitors? I don't think so! These places are already everywhere and especially around the perimeter of most campuses. Why should we bring them onto the campus?"

McHenry argued that college unions should not be so quick to take the money offered by food franchises. It may not be the panacea it appears to be. He said:

Why isn't that (franchising) the quick fix? Simply stated, the reason is that we rid ourselves of nothing, but share everything. What we have is a contract which brings in an outsider as a partner. The partner comes in for only one reason—

TABLE 2

North Campus Shop

Sales Mark-on/Inventory/Display space by Classification

Category	Sales $	Mark-on $	Sales $	Average Inventory	Lineal Shelf space
Tobacco	$69,960	25%	12%	$2,100	4 ft.
Magazines	11,660	20	2	400	10 titles + LA Times
Cards/gifts	58,300	50	10	7,000	3 + 4 spinners
Bulk trail mix	32,000	45	5	1,000	3
Snacks/candy	172,500	28	30	6,000	6
Batteries/tape/film	17,490	24	3	2,000	3
Health/beauty aids	46,640	22	8	3,600	6
School supplies	145,750	46	25	20,900	12
Photo finishing	29,150	35	5	-0-	3
TOTALS	$583,450		100%	$43,000	

TABLE 3
UCLA Associated Students' Flower Cart Annual Income and Expenses

Sales	$71,000
LESS: cost of sales	39,000
Gross margin $	32,000
Gross margin %	45%
Student wages	11,800
Supplies	2,100
Total expenses	13,900
NET INCOME	$18,100

profit. So we must share the profit—send the money to corporate headquarters, wherever it is.

What problems do we escape by having a contract with an outsider? What we have is yet another participant in the management of the union. I don't see how this removes the interests of the administration, faculty, staff, and students—especially the students—from the union operation. No, we simply gain another participant—one whose sole purpose is to make a profit and send it to headquarters in some distant place!

Yes, we can share the success if the profit is sufficient to satisfy the corporation after paying our "rent." But this profit is derived at least in part from name recognition and extensive advertising in the public media. Does this correlate with our priorities, serve our mission? I wonder. Is it our purpose to attract the public into the union for the purpose of expanding our market and thereby increasing the profit from franchise food operations? I don't think so.

As for revenue-producing services offered at the Purdue Memorial Union, McHenry reported that the only lease arrangement with outside businesses is for two automatic teller machines. The Purdue Memorial Union operates a check-cashing service for students, faculty, and staff. The 20-cent fee per check cashed generates about $45,000 per year. The automatic teller machines currently contribute less than $10,000 per year. Space also is rented to the Purdue Student Publishing Foundation, an independent but affiliated entity incorporated for the purpose of publishing the student newspaper. There are vending facilities and a video games room for which Purdue Memorial Union receives contractual commissions on the vendors' receipts.

Purdue Memorial Union operates a 250-room hotel, which grosses $1.4 million per year and nets about 50 percent after direct expenses, and seven retail food outlets, which gross around $4 million and should net about 7 percent before depreciation this year. Other retail operations include the bowling lanes, billiard room, and merchandise desks—each with varying degrees of success.

There is no bookstore in the Purdue Memorial Union. Similarly there is no travel service operation, no hair styling or barber shop, no emblem soft-goods shop, and no electronics retail outlet. Feature films, art print sales, and a few other sporadic sales projects operated by the Student Union Board are the only other revenue-generating services.

Oklahoma State University

Tom Keys, director of the Student Union at Oklahoma State University, said the OSU Union has had privately owned retail outlets operating within the facility throughout its 35-year history. In fact, 13 leased operations currently exist. In addition, numerous University agencies and support offices rent office space in the Union. Income from these lease/rental relationships combined with generated revenues from self-operated services such as a hotel, a parking garage, food services, bookstore, and a conference center constitutes approximately 92 percent of the total operating budget of the OSU Union.

This Union has a history of being self-sustaining; thus, it perhaps has more experience than most college unions with "working both sides of the street." Although the leased shops in the Union's Shopping Plaza do not represent a major source of revenue, they do substantially expand the variety of goods and services available to the University community. Contrary to popular belief, these shops actually enhance positive town and gown relations.

From the panel's comments, it appears that the age-old question of "what business are we really in" is being answered by economic factors. Unions are in the business of providing services and programs to enhance and complement the educational processes. However, as they approach "taxation ceilings" above which students resist fee increases, and as competition intensifies for institutional subsidies, many unions are being drawn into the business arena in search of the resources needed to continue their program and service missions.

The unions represented by this panel, as well as numerous others, have begun to reconcile this dilemma and to achieve a successful balance between revenue production and educational service. College unions can "work both sides of the street" to meet the needs of their respective campus communities without necessarily compromising their educational values.

Effective conference recruitment

John W. Corker, Southern Illinois University–Carbondale
Doug Daggett, Southern Illinois University–Carbondale

College unions no longer wait for conference business to come to them. Many unions are aggressively recruiting conferences. Hosting such events on campus can provide needed revenue particularly during periods of light activity. They can also be very effective student recruitment and public relations tools.

A college union, however, cannot operate a conference business as a sideline. It must make a concerted effort to attract and keep conferences.

At the 1982 ACU-I conference in Dallas, Marsha Herman-Betzen (1983, p. 148) illustrated how conference business is consistent with the union philosophy and explained the time and financial investment necessary for an effective conference program.

An expanded conference program has several benefits:

Financial. An expanded program will generate more income to the university or union, which may help reduce student fees, assist in paying salaries and wages for regular union personnel, and supply spin-off assistance to other university departments and to the community. It may also reduce summer operating deficits.

Flexibility of services. The program may allow you to maintain a seven-day-a-week union operation during the summer. It will increase program support for student activities and allow for better utilization of facilities, services, and programs. You may be paying for union facilities, and increased conference business will allow you to spread out costs or to better utilize space. The program will also allow you to maintain the potential for future expansion of programs and services.

Recruitment. Studies have shown that approximately 90 percent of all new students who attend an academic institution have visited that campus before applying to that institution. Athletic-, music-, and church-related camps bring potential students to your campus. Each student paying union fees has a much greater impact than the customer purchasing a product. Fee dollars versus sales revenue can be significant. Conference business results in indirect recruitment through visitation of conference groups, parents, teachers, and friends who influence students.

Conferences also enhance faculty or staff. For example, philosophy conferences promote an academic credibility to the campus. In addition, faculty, staff, or coaches may earn additional income by teaching at conferences, an opportunity which can be a recruiting tool.

Educational or employment considerations. Conferences generally give and share information. In many cases students, faculty, and staff are exposed to this information in particular fields, which might make a difference in hiring that up-and-coming union professional.

Lengthened union operation. Conferences may allow unions to operate 12 months a year and may help in retaining and paying good staff during normally slow periods. Conferences also make more effective use of union personnel. Summer shutdowns often necessitate high turnover of food service, custodial, and management staff. With more fringe benefits being charged against unions, the cost of unemployment compensations and other types of fringes may add a financial burden to the union.

Community service or public exposure. What is the role of the institution? The union at Southern Illinois University, the only major meeting facility within 100 miles, was constructed to serve southern Illinois. Because of limited space within the community, summer programs and other community types of usage for special conference space are needed.

Before you start marketing, some basic questions must be answered:

1. Who is responsible for approving conferences on campus? The University Space Office, Continuing Education, Student Center, or anyone?
2. What is the definition of a conference? Any group from off campus, any program scheduled for more than one day, or any group paying fees?
3. Does your university, division of continuing education, or conference bureau charge a per-head cost or a user's tax per participant, or are charges assessed based on services used?

The three main aspects of most conferences are lodging, conference business needs, and food service. For each aspect, evaluate your strengths and weaknesses by identifying appropriate facilities and support services and determining quality through analysis of capabilities.

Lodging

Begin by developing a chart for all available facilities, both on and off campus, and determining maximum capacities and the times of the year each is available. This will help you decide whether to recruit multiple dates and regional and national conferences.

At this point, cost is not a consideration; however, it will come into play when you move into selection of potential groups.

When evaluating lodging facilities, do not take anything for granted. Items that seem trivial may have a major impact on a group or be important factors in a group's consideration of your campus. Air conditioning, private baths, or distance from conference activities are prime examples. Some groups will not even consider a campus if housing units are not air-conditioned, no matter how modern the facilities, how scenic the area, or how advanced the audio-visual equipment. Leave no stone unturned in promoting your housing facilities.

Ask yourself:

- Do you have the flexibility of single, double, or multiple occupancy?
- Are there private bathrooms in each room or are there community bathrooms, and how many rooms are served by each?

4. Are the rooms made up each day?
5. Are the rooms air-conditioned?
6. Are telephones available in the room or lobby for local or long-distance calls?
7. Will staff who are knowledgeable about the conference, the campus, and the community be available?

Conference business needs

Evaluation of this area includes examination of facilities from small meeting rooms to major arenas and encompasses many of the support services on campus, such as audio-visual equipment resources, parking, recreational facilities, etc.

Facilities

Developing a chart that includes capacities, flexibility of setups, items unique to each room, etc., should be the first step. The chart gives the conference recruiter an idea of facilities' maximum capabilities and helps the recruiter form a total picture of the interrelationships between the facilities on campus. Once the chart is complete, it is time to answer questions important to potential conference groups:

- What is the quality of each facility and piece of equipment?
- Are the facilities air-conditioned?
- Can refreshments be provided in most rooms?
- Are sound systems available in the larger rooms?
- Is central parking available or are buildings within walking distance of housing?
- What resources are available for audio-visual equipment?
- Will knowledgeable staff be available to handle problems?

Support services will generally come into play at this point in the evaluation. Therefore, it is important to be familiar with the campus policies and procedures on campus related to each supporting department.

Audio-visual considerations

- What sources are available? Your own inventory, a campus audio-visual department, off-campus rentals?
- What types of equipment are available? Slide projectors, overhead projectors, video equipment, etc.?
- In what quantities is each type of equipment available?
- Are trained operators necessary for certain equipment and are they available if needed?

Parking

- Is sufficient parking available at housing units?
- Is visitor parking available on campus or are stickers necessary?
- Can shuttle service be provided from housing to campus?
- What problems will additional cars on campus create?
- How should parking needs be coordinated?

Security

- What type of additional security may be necessary for exhibit areas, for emergency situations, for general safety patrols, etc.?
- Can you provide for these needs or is campus security necessary?

Recreational facilities

- What type of facilities are available, i.e., bowling lanes, swimming pool, tennis/racquetball courts, etc.?
- What is the distance from housing and conference activities?
- Can associated costs be quoted as an attractive package for participants?
- Will modified summer hours affect availability?

Office needs

- What types of office equipment are available, i.e., desks, typewriters, calculators, etc.?
- Is a copying service available?
- Can additional phone lines be installed?
- Is space available for a conference office?

The most important factor to be considered is the staff necessary to coordinate any conference. You may have facilities (both housing and meeting rooms) to accommodate 5,000, but think of the impact a conference that size will have on staff. Will it mean major adjustment of staff schedules, possibly denying vacation requests during certain times of the year, hiring additional custodial and setup staff and assistance from administrative staff to monitor the flow of events? These considerations are vital to the successful operation of any conference.

Staffing should be in proportion to the conference size and schedule. Determine your maximum capabilities and a proportional relationship for staffing. It is important to project this relationship accurately because over-staffing can be just as inefficient as under-staffing. Over-staffing can lead to confusion when no one knows whom to listen to or when decisions conflict in simple situations. Over-staffing in areas other than management can lead to additional costs, especially where strong labor unions are involved. Evaluate staff needs and assign specific responsibilities. Keep to a minimum the number of staff coordinating all details.

Food service

Many conference recruiters believe that the food service area makes the strongest impression on conference participants. Conferees will forget a bad session or a below average meeting room, but a bad meal will leave a lasting impression. When evaluating the food service, remember that university food services, generally speaking, have a below average reputation, which could magnify current weaknesses.

Develop a chart to complete the third side of the evaluation triangle. Identify all facilities capable of serving meals and divide these into two areas: cafeteria meals and banquets. For cafeteria meals, assess your serving capabilities and seating capacities. For banquet facilities, capacities and availability of the rooms are the two prime considerations.

Now consider the intangibles:

- What is the atmosphere of the banquet rooms?
- Are buffets available?
- How are head counts handled?
- If there is no preselected menu, is there sufficient variety?
- What controls are necessary to monitor meals?
- If the cafeteria is shared with everyday customers, what types of problems will be created, i.e., conflicting prices, items not quoted on meal plan, meal tickets vs. cash sales, etc.?
- What is the quality of the food?

The last question is probably the most critical in the appraisal of the food service. A good way to evaluate the quality honestly is to

eat several conference meals and compare them to normal cafeteria meals, special banquets, and other conference meals you have attended. Where does the quality rank? Put yourself in the conferees' shoes. Would you want to eat nine straight meals in your cafeteria?

Locale

Now that you have a good idea of your campus's capabilities, consider the environment. We at Southern Illinois University are extremely fortunate to be located in one of the most scenic areas of the country. Large lakes, vast forested areas, and a pleasant climate make the region a great vacation attraction. Eleven state parks covering 6,000 acres are within easy driving distance. The area is rich in fishing, boating, hunting, and camping opportunities.

These types of opportunities, although not part of the actual conference business, offer attractive recreational options to conference planners. Evaluate your community assets and include those in your total evaluation:

- What attractions (zoos, museums, beaches, etc.) are within reasonable driving distance?
- What types of evening entertainment (restaurants, nightclubs, movie theaters, etc.) are available?
- Are tours of famous areas and landmarks available?
- Are activities available for spouses or families, i.e., shopping and sightseeing trips, luncheons, etc.?

Potential conference business isn't the only reason to promote community assets. Developing a positive relationship between campus and community can be very beneficial when community support is needed at other times of the year.

Evaluating facilities, support services, and local recreational options requires a thorough knowledge of these aspects. If you are uncertain about some aspect, research it until you are the expert. Only when you are confident about your capabilities can you do an efficient job of recruiting.

Marketing

The first step in marketing often is selling your own campus on the idea of conference recruitment. Without total support from all departments, there exists the potential for problems that can be devastating to your reputation in the conference business. Remember that the quality of your service either strengthens or destroys your reputation in the conference field. Your reputation, once established, is probably the single most important recruiting tool you have. It takes many years to build a good reputation, but one or two bad experiences can destroy it overnight. Once you have decided to enter the business, be sure you can maintain your services at the same level at which you have evaluated them.

Once you have evaluated your facilities and determined your reasons for recruiting, develop your target markets. What sources of conference business are available in your own backyard? At Southern Illinois University, we have five potential areas for contacts:

- Continuing education
- Carbondale Conference Bureau
- Academic departments
- Student organizations
- High schools

These types of sources should be explored before expanding into direct contact with potential organizations.

Other variants are related to booking conferences on all campuses. We deal directly with several "grandfather" organizations, such as Illinois Bankers. Most student conferences, ACU-I, or student government regionals book directly with us. Most one-day programs can book directly with the Student Center. Find out what existing policies, potential limitations, and resources you can use, and then use them.

Once you have identified why you want to be in the conference business, what you have to sell, and what process you will use to coordinate your efforts, determine your market. A valuable resource guide to groups is the *Encyclopedia of Associations*, which lists organizations holding national and regional conferences, how often they hold meetings, and how far in advance they plan. At Southern Illinois we have become members of the National Association of Religious Organizations. Operation of a booth at their national conference has netted SIU six major conferences of 750-5,000 participants in the last four years.

What techniques can you use to recruit conferences? Larry G. Scruggs, director of auxiliary services at the University of Portland, in his *Manual on Conferences on Campus: Marketing and Managing*, mentions four methods of contact:

1. Direct contact with prospective customers.
   Once customers are identified, a direct letter with appropriate information may lead to a meeting or campus visitation.
2. Direct mail marketing.
   This works well when trying to contact a large market in a short period of time. For example, you could send catering brochures to university departments, local organizations, or groups designated from a resource such as the *Encyclopedia of Associations*.
3. Telephone marketing.
   Many convention associations have used this type of marketing to develop potential customers.
4. Marketing by reputation.
   This has resulted in several large religious conference referrals at SIU. A satisfied customer is often your best selling tool.

Marketing is defined as "identification and satisfaction of customer needs," an action plan to influence consumer perception and decision to purchase or use for a price a particular service or product. Regardless of how good and how reasonable a service or product is, you must make sure the public knows about these services or products if you are to be successful. Marketing your product is the key.

Reference

Herman-Betzen, M. Conference planning: Let's be professional about it. *Proceedings of the 62nd annual conference of the Association of College Unions-International*, 1983, pp. 148–150.

APPENDIX A
Organizing a Conference

Conferences are difficult programs to organize. They require a meticulous approach to planning, imagination in the programming of activities, and attention to detail. We have prepared a conference guide which, while not covering every aspect of conference organization, will help the conference planner develop a smooth-running conference. For further assistance, contact our Public Functions Supervisor, Student Center Scheduling and Catering Office, (618)536-6633.

Your initial steps are critical

1. Establish a clear objective.

   Before doing anything, decide exactly what is to be accomplished. It should be set out in the form of a written statement, which can then form a basis for discussion about the best method of achieving the objective.
2. Plan early.

   Time is the single most important ingredient. It takes time to select space, topics, speakers, and equipment; book travel, accommodations, and tours; research materials; price the above; and print conference literature. The delegates at your conference never see more than about 10 percent of your work. To them, the conference appears well-run, enjoyable, and beneficial.
3. Appoint conference coordinators and staff.

   The conference coordinator is responsible for the organization of different facets of the conference. Each staff member has a specific responsibility, and regular meetings should be held to discuss progress, budgets, timetables, etc. If necessary, staff can handle administrative tasks such as filing, correspondence, and related duties.
4. Prepare a blueprint.

   A lack of familiarity with conference planning can cause many small but important items to be overlooked. Some conference coordinators become so bogged down with details that their own jobs suffer. This can cause trouble for the conference and for the coordinator. The first duty of the conference coordinator is to prepare a blueprint, a plan, a checklist. Each item should be listed and an expected completion date set. At each meeting, the list should be updated or modified where necessary.
5. Prepare the conference program.

   Imagination is needed when preparing the conference program. Using audio-visual aids, charts, graphs, and recordings stimulates the interest of the delegates. Long speeches tend to bore them. A mixture of work and relaxation is a definite must, including entertainment within the Center or in town at night. A separate spouses' program could be included. Buffet-style conference dinners offer delegates a marvelous opportunity for discussion and social contact and can be more economical than the traditional sit-down banquet.
6. Set the conference.

   An examination of the conference objectives will reveal the necessity for delegates to attend. While this may seem obvious, it means that the conference coordinator must sell the conference package to prospective delegates, and this can be done only if the package is an attractive one. The inclusion of high caliber or well-known speakers, the choice of interesting or stimulating topics, and especially the choice of the most suitable space are important. Conferences held in locations that offer the most to delegates tend to attract more delegates. Early planning means that each prospective delegate can be supplied with full details of the program, facility, and other items of interest, including price. This will tend to increase the number of people who will attend the conference.
7. Organize a conference.

   Organizing a conference is an imaginative approach to planning, programming, and selling the conference within a preset framework. Whether you're planning a small meeting of 10 or a major event for 3,000, the Southern Illinois University–Carbondale Student Center can meet your conference needs. Our facilities are tailor-made to meet your organization's needs. Meeting rooms vary in size to accommodate from 15 to 1,200 people. A wide variety of support and equipment includes amplification systems, audio-visual equipment, and program support equipment such as pianos, organs, and portable dance floors. Technical operators and professional staff handle sound and light requirements to assure expert presentation. Whether you are planning a local meeting or a major conference, the Southern Illinois University–Carbondale Student Center offers you the utmost in service and accommodation.

APPENDIX B
Checklist for Conference Organizers

1. **Establishment of Objective and Initial Planning**
   - Length to continue
   - Location
   - Preferred time of week
   - Preferred time of year

2. **Administration and Program Planning**

   Numbers
   - Number of delegates
   - Number of administrative staff
   - Number of guests
   - Number of V.I.P.'s
   - List of persons participating

   Printing
   - Admission tickets
   - Floor plans
   - Function menu cards
   - Invitation cards
   - Name tags
   - Place cards
   - Programs
   - Table plans

   Program
   - Accommodations
   - Food services
   - Group discussions
   - Liaison with local authorities
   - Public relations, publicity and press
   - Rooms
   - Speakers, lecturers, announcers
   - Social
   - Special services and equipment
   - Topics to be discussed

3. **Space Requirements**
   - Auditorium
   - Ballrooms
   - Conference offices
   - Dining rooms
   - Dressing rooms
   - Interview space
   - Lecture hall
   - Lounges
   - Meeting room
   - Press room
   - Restaurant

   Seating Arrangement
   - Auditorium style
   - Banquet Style
     - Rectangles
     - Rounds
   - Classroom style
   - Conference style
     - E shape
     - Open
   - Theater

   Signs and Notices
   - Bulletin boards
   - Display materials
   - Easels
   - Showwalls
   - Signs
   - Sign holders

   Special Services and Equipment
   - Blackboard
   - Clerical assistance
   - Closed circuit television
   - Extra lighting
   - Flowers
   - Overhead projector
   - Photographer
   - Projection screen
   - Public address systems
   - Record player
   - 16mm movie projector
   - Slide projector
   - Stage
   - Table skirts
   - Tape recorder
   - Telephones
     - Local
     - Outside lines
   - Typewriters

Public Relations, Publicity and Press
- Exhibits
- Invitations to press
- Local press
- Meeting kits
- National press
- Press room
- Publicity handouts
- Refreshments
- Speech copies
- Telephone communication
- Trade publications

Liaison with Local Authorities
- Civic Dignitaries
  - Chamber of Commerce
  - Mayor
- Fire Department
- Police
- Security

Transportation
- Air reservations for executives and guests
- Charter coach
- Courtesy car
- Hire of buses
- Hire of cars
- Parking of buses
- Parking of cars
- Taxis
- Transport of baggage
- Transport of equipment

Food Services
- Box lunch
- Breakfast
- Buffets/Smorgasbord
- Coffee break
- Cocktail party
- Dinner
- Luncheon
- Reception

Delegate Services
- Babysitter
- Dry cleaning
- Laundry
- Mail distribution

Social
- Botanical gardens
- Conducted tours
- Museum
- Night clubs
- Restaurants
- Shopping
- Sightseeing
- Sports
- Theaters
- Zoos

Staff
- Bartender
- Clerical assistance
- Coatroom attendants
- Custodians
- Security staff
- Supervisor
- Technicians
- Telephonists
- Ticket sellers

4. **Accommodations**
   - Single
   - Twins
   - Doubles
   - Suites
     - Guests
     - Guarantees
     - Complimentaries
   - Hotels
   - Motels
   - University Residence Halls
     - Brush Towers
     - Thompson Point
     - University Park

Materials Checklist

Preconference
- Advance registration forms
- Advance registration literature
- Announcements
- Invitations
- Follow-up attendance builders
- Promotional programs
- Registration forms

Registration Desk Supplies
- Cards and card files
- Change box
- Drawing markers
- Envelopes
- Letter openers
- Memo pads
- Name tags and holders
- Numbering machines
- Paper clips
- Receipt book
- Registration desk signs
- Rubber bands
- Staplers, staples and staple removers
- Thumb tacks
- Typewriter correction material/erasers

Delegate Kits
- Advance printed or duplicated material
  - ballots
  - reports
  - resolutions
  - speeches
- Literature portfolios
- Meal registration tickets
- Note pad
  - plain
  - imprinted
  - novelty
- Novelty items
- Pens/pencils
  - plain
  - imprinted
- Program
  - complete
  - inside only, cover furnished
- Report covers for advance material
- Ring binders

Headquarters Office and Press room
- Bulletin board
- Carbon paper
- Clipboard
- Envelopes
- Erasers
- File cards, card holders and/or trays
- Gummed lables
- Legal pads
- Looseleaf covers
- Mailing tubes
- Message note pads
- Note pads
- Numbering machine
- Paper clips
- Paper supplies
  - copy paper for newsroom
  - duplicating
- Pens
- Pencils
- Rubber bands
- Rubber cement
- Rubber stamps
- Rulers
- Scotch tape and dispenser
- Scrapbook
- Slide bars and acetate covers
- Stationery, conference imprinted
- Staplers, staples and staple removers
- Thumb tacks
- Typewriter correction material
- Vertical file holders

Meeting Rooms
- Chalkboard, chalk and erasers
- Display panels
- Easels
- Signs, banners, posters and streamers

Printing Services
- Duplicating, collating and binding
- Editorial services
- Printing services
- Souvenir program (or other special pieces)

Computerized reservations systems

Elihu Welber
Sherry Nefford, Southwest Texas State University
Don Chadwick, San Diego State University
Holly Humphrey, San Diego State University

The purpose of this article is to contrast computerized reservations systems developed in house with packaged systems, showing the pros and cons of each based on users' experiences and providing some guidelines for those considering either of these two approaches.

The Student Center at Southwest Texas State University opted to develop its own in-house system because (1) University computer hardware was available without initial start-up fees (though there are ongoing usage fees); (2) programming time was made available by the computer center without charge; and (3) little commercial software was available for its computer. The system originated about six years ago as a master calendar system and was enhanced three years later by the addition of a room scheduling system. The system was welcomed by most members of the staff and has had good acceptance by the users.

Southwest Texas State incurred no outright development costs. The annual operating budget for computer use charges is approximately $4,500.

Advantages of using a mainframe include the fact that the computer center supports the system thoroughly; users need not get involved in solving problems when something goes wrong. Maintenance costs are absorbed by the computer center; the Union pays a maintenance fee only on the printer.

A disadvantage of the system is that, although the system was designed as a multiuser system, access to a second terminal depends on the computer center's selection of additional central computer equipment, which has been slow. Also, during university registration, the Union may not use its terminal in the daytime, resulting in forms stacking up for processing at night.

San Diego State University's system was custom developed because a minicomputer was already available to the Union through its associated auxiliary, the Aztec Shops, and because available packages were considered inadequate for handling the complexity of the Union's requirements, which include a complete catering planning, serving, and billing system as well as a room reservations system. Instead of developing its system in-house, however, San Diego State University used in-house talent to do a thorough system analysis and develop a detailed request for proposals. The system was put out to bid, and the contract for producing the system was awarded to a local software development firm. At present, two years after system development began, the system is only partially operational, though full implementation is hoped for by the summer of 1985.

San Diego State spent $20,000 for system development alone, not including substantial staff and administrative costs in specification development and design, proposal evaluation, etc. For most features, actual development time was two to three times the initial estimate, and had it not been for the contractual obligations of the vendor to provide the product for a predetermined price, the final cost would have been much higher.

In-house development allows users to retain detailed control over the development of specifications and the design of how the system should work.

Using an outside developer, however, introduced some problems for San Diego State when the hired firm went bankrupt before the project was completed. San Diego State engaged the main programmer from the project to complete the job, but this resulted in lost time and expense. San Diego State also reported that working with outside programmers who had no knowledge of union operations created difficulties in communication and in making the objectives of the system understood. Another disadvantage was that, since the system being produced was one of a kind, there was no possibility of consulting existing users for opinions and evaluations.

Elihu Welber develops customized microcomputer-based reservations systems for college unions by modifying a core system, which has many essential scheduling functions as well as features uniquely important to union operations already built in. The design of this system is based on Welber's firsthand experience in managing scheduling operations at two university unions, plus his experience in installing reservations systems at more than 30 campuses. The degree of customization ranges from a minimum basic installation involving setting up the appropriate room names, equipment lists, fee categories, report/form headers, etc., to highly complex modifications involving multiple users, special forms for alcohol approval/catering orders, special charge-computation protocols, special approval options, and so on.

Prepackaged systems that can be customized have several advantages: (1) financial savings, as the development cost of the core system is spread over many users; (2) ability to add custom features to the core system; (3) quicker installation; (4) ability to consult other users of the same system for evaluations; and (5) the advantages of working with a programmer who has a solid understanding of the union operational environment.

The disadvantages of prepackaged systems include the difficulty potential users have in evaluating the adequacy of such a major system, even with copious amounts of literature and demonstrations, and the limits on the degree of customization possible. (Welber, for example, declined to bid on the San Diego State system because of the tremendous amount of customization desired.)

The initial dollar outlay for schools using Welber's system falls between $1,500 and $4,500, depending on the degree of customizing involved. This does not reflect the "hidden" costs of time spent by the union staff in system planning, consultation, and learning to use the system once it is installed.

General recommendations and conclusions

Use the resources of the campus's central computer center as much as possible. They are there to help and can allow union staff to concentrate on running a quality union, rather than working part-time as computer programmers.

Do not expect a computer to solve operational problems. An effective computer reservations system can enhance a good manual system by drastically reducing clerical time in producing reports and reducing bookkeeping errors. It cannot improve the customer relations of the reservationist or improve audio-visual services provided by technicians, etc.

Spend as much time as possible in designing clear and detailed specifications for the desired system. More effort put into planning will result in a system that does what it was intended to do.

Before evaluating a product, define exactly its intended purpose. Only then can the product's efficiency be assessed in terms of how well it answers your needs. Fancy screen displays and lots of reports are no good if they do not provide the required information. If no package answers 100 percent of your needs, but expense prohibits developing a custom program, try to determine if the problems can be worked around. Ask the system designer for suggestions. Sometimes his or her detached perspective fosters unique ideas and solutions which can overcome the problem.

Legal liability issues in higher education

Martin Block, Attorney at law

The law is very fluid. The law today may not be the law tomorrow. The law in the hypothetical situations presented in this article will apply in certain similar situations but may not apply in similar situations that have seemingly minor factual differences. Small twists make big differences in the law. Interpretations of laws vary from state to state, jurisdiction to jurisdiction, and even judge to judge. With these caveats the following hypothetical cases are offered to illustrate how to manage risk in the union and how to minimize liability in serious situations.

Case 1

The university union sponsored an outing at a local beach last Saturday. A staff member sitting on the sand near the water noticed a 2-year-old run into the water and disappear. Neither he nor anyone else did anything to save the child. Is the union liable?

This question involves tort law, an area of the law that a union director or staff person is most likely to confront. If a battery occurs, if a person hits another person in a bar, that's a criminal offense and it's also a tort—someone has wronged someone else. A tort can be physical violence; it can be an accident such as an auto accident; or it can be words. Libel, which is written defamation, and slander, which is oral defamation, are torts. Five elements usually must be present for an act to be a tort: duty, standard of care, breach, damages, and proximate cause.

The first element is duty. For someone to be liable for committing a tort, that person must have had a duty to the person who was a victim of the act.

In the hypothetical situation, does the staff member have a duty to help that child? In European countries where there is a strong sense of community, there is a firm obligation for citizens to help other citizens who are in peril as long as the rescuers do not endanger themselves. In the United States, however, jurisprudence is based more on a feeling of independence, a frontier spirit. In the United States there is no legal duty, absent special state statutes, to help a person in danger, even if someone can do so without endangering himself or herself. A staff member who sees a 2-year-old walk into the water and start to drown does not have to rescue the child. However, if the staff member begins to rescue the child, gets up from his blanket, takes a few steps, and then decides to lie down and get a tan, he then incurs liability. When a person starts to rescue someone, that person must do what is reasonable to carry out the rescue successfully. The theory behind this is that once a person begins a rescue, other people who might have rescued can decide they no longer need to. By attempting a rescue and then retreating, the would-be rescuer puts the victim in a worse position. Once a person begins the rescue, he must complete it unless doing so puts himself in jeopardy. Here the law says that if he attempts to help that child and sees sharks, he does not have to complete the rescue. Personal well-being is more important in the United States than a person's role as rescuer. This assumes that the staff member on the beach in charge of this particular event has no special relationship with the child. If the 2-year-old happens to be the staff member's own child, then he does have an obligation to act. A lifeguard at the beach also has an obligation to act, and in some states a medical doctor has an obligation to act. If a campus union has a pool and someone is drowning in the pool, the university has a responsibility to act.

Once it has been satisfied that a duty exists, the next question concerns the standard of care. A union that sponsors leisure programs, serves food, and maintains a facility has a duty to its customers, clientele, and students. Union directors, the university, and the union staff must do what is reasonable to protect users from harm.

Case 2

As a service to students, a union began renting bicycles last semester. It was decided to save money by distributing inexpensive used bicycles. Some bicycles appeared to be defective but were distributed anyway. A student had an accident with a defective bicycle and broke his arm and both legs. That student

and all others had signed releases prior to riding. Does the unfortunate student have a leg to stand on?

The standard of care in this case would be to provide bicycles that are reasonably safe, that have been inspected, and that are in good condition. If the union provides bicycles that are admittedly defective or at least appear to be defective, the union breaches the standard of care. Breach is the third element of a tort. It is reasonable to want to save money, but if saving money jeopardizes customers, then it is a breach of what is reasonable. When the standard of care is breached, the third element of a tort is satisfied.

The fourth element of a tort is damage. In this case, the student had two broken legs and a broken arm. Clearly damage occurred.

The fifth element is proximate cause. Was the damage suffered by the student caused by the union's breach of the standard of care? The answer in this situation is that we don't know. The student had an accident on the bicycle. We don't know from this set of facts if the defect caused the accident. If the student was riding in the street and a car hit him, if the student hit a bump and flew over the bicycle, or if the student was being careless, wasn't looking, and rammed into a parked car, then even though the union had a duty to a standard of care, breached it, and the student was damaged, no liability exists on the union's part. There must be a correlation between the damage and the negligence, the union's breach of the standard of care. If the defect caused the damage, then there was "proximate cause," all five elements would have been satisfied, and the union would likely be liable.

Another issue, the signed release, presents itself in this hypothetical case. Although many institutions require students participating in trips and outings to sign releases, these general releases actually have little or no weight in a court of law. So why do it? First of all, people who write the releases generally are not aware the releases have no value in court Secondly, those who do know they have no value in court still use releases because consumers don't know the releases have no value in court. Frequently a student looks at the release and says: "I was going to sue. I got hurt on this trip, but I signed a release so I guess I can't." In fact, he or she could, and in most suits the release would not be valid.

It is important to inform participants of dangers inherent in different activities. A doctor must let a patient know all the likely potential risks of an operation; however, that does not release the physician if he or she is negligent. Likewise, a signed release does not release the union or outing club from liability if the university is negligent. No matter how a student is informed of potential injuries, risks, and hazards, if the student is provided with a faulty raft that causes the student's injury, the university is still liable because it has a duty, and a standard of care has been breached. If the student is hurt because of the union's defective raft, that is proximate cause. A release is important in informing but does not release an institution from liability. If a student is hurt running around bases in a union-supervised intramural baseball program just because he didn't tie his own shoes, the union is not liable. A release is not needed. No standard of care was breached. On the other hand, if a student trips in a hole that shouldn't be there and breaks a leg, the standard of care has been breached and the union is liable whether or not a signed release exists. If an unmanned coat check room has a sign that says "Not responsible for stolen or lost articles," and states that no one is watching the articles, management is not liable for items stolen. The customers take that risk on themselves. That is called assumption of risk. However, if the building is usually locked and an employee forgets to lock the building so that vandals are able to get in and steal the coats, then the union is liable notwithstanding the disclaimer. Again, it's a matter of negligence, and the release has no effect.

At a West Coast university several years ago, a student was raped and killed in a residence hall by a person from off-campus who gained access to the residence hall and went to the room totally undetected. The question that arose with relation to tort law was whether the university has a duty to protect residence hall students. Generally, landlords do not have a duty to protect their tenants. In a residence hall situation, however, students do not have a right to bear arms, which is a constitutional right. Students do not have a right to own a dog or any other kind of pet that might help in case of an attack, nor do they have a right to put deadbolt locks on their doors. Clearly, since there are greater restrictions placed upon university students than private tenants in protecting themselves, there is a greater responsibility on the part of a university than on the part of a private landlord to provide some protection.

In this situation, the court found that the university did have a duty to protect residence hall students. When the court came to the issue of standard of care, they looked at what universities around the country were doing to protect students. Some universities stationed desk attendants at the front doors of residence halls in the evenings. Other universities locked residence hall doors at a particular time of night. Did this particular university meet this standard of care?

The court did not decide that issue. After the court decided that the university did have a duty, the case was settled out of court. Each institution should look at what other institutions do, and whether or not what other institutions do is basically reasonable. Generally if you take the precautions that common sense would dictate and you do what is usually done at similar institutions, the courts will be satisfied.

However, a higher standard of care can be imposed. The court could say that closed circuit cameras must be installed in all stairwells. Then all universities around the country would install closed circuit cameras. The court could say universities must have security guards in every room for every student. It is never certain what the standard of care will be. In this case, the court needs to balance individual privacy rights and university fiscal restraints with the need for a secure environment.

In the case at hand, the woman was killed; damage clearly existed. Assume a desk attendant had left the door open, left his or her desk so the door was unguarded, and the rapist had gained access to the stairs. That situation involves a duty, a standard of care that has been breached, and damages that have resulted. The only question remaining is proximate cause. If the rapist broke through a window in the back of the building and found his way up the stairwell, even though the university might have breached the standard of care by not having a desk attendant and by not locking the door, that breach is not the cause of the rape and murder. The woman would have been raped and killed even if the desk attendant had been at his or her station and the door had been locked. If, on the other hand, the rapist had walked in the front door past the desk that should have been staffed, then you would have had proximate cause and the university would have been liable.

Case 3

The campus recreation bureau sponsored a bus trip to a nearby river. A very reliable and rather expensive bus company was hired to transport the participants. Nevertheless, one of the buses was involved in an accident that injured three people. Is the recreation bureau liable?

The bureau has a duty to provide good buses. The standard of care would be providing well-maintained, well-run buses. Because the bureau hired a reputable company, the standard of care was not breached. In this instance, the injured students could sue the bus company if the accident was the bus driver's fault, or they could sue another driver if another driver rammed into the bus and caused the accident. It is worth spending a little more money to make sure students are provided with good equipment. If it is a bus company, then using a reputable bus company satisfies the university's responsibility. If an unfortunate incident occurs, the university is not liable.

Case 4

The next hypothetical case deals with a different area of tort law. The union encountered a few problems with food services last year. Among the items sold were chicken salad sandwiches and candy bars. One student who purchased a chicken salad sandwich broke her tooth on a bone in the chicken salad. One student who purchased a candy bar discovered worms in it. What is the union's liability?

This particular case goes against common sense to some degree. This case involves an area of tort called strict liability. Retailers are strictly liable for the goods they sell to consumers. When the union sells something and a student buys it, the union is strictly liable for the goods. If the student who finds worms in a candy bar can show she was psychologically or otherwise damaged by that, the union is liable even though it is impossible for the candy store to inspect every candy bar and even though the store just bought the candy bars fresh from the distributor that day. The union can in turn sue the distributor from whom the candy bars were purchased. The distributor can sue the wholesaler, and the wholesaler can sue the factory. The union may not be ultimately liable, but it is liable to and can be sued by the student.

One major exception exists regarding strict liability. That exception concerns foodstuffs that contain what the courts have termed byproducts in an amount that would be unreasonable to detect. If someone bites into a tiny bone in a chicken salad sandwich and breaks a tooth, the union is not liable for that broken tooth. Strict liability applies to anything the union sells unless the product is a food containing a natural byproduct of that food. And that exception applies only if the byproduct in the chicken salad is a small bone. If a customer breaks a tooth on a chicken leg that somehow was included in a chicken sandwich, then the union would be liable.

If a student organization sells candy bars or sponsors a dinner and something happens, liability would vary by state and by institution. If the union receives no profit from a student organization's sales and if the union does not supply the organization with the goods, the union would not be liable for prepackaged retail merchandise sold by the organization. If a student organization has a bake sale, however, the university has a responsibility to make sure the organization conforms to whatever state health laws might apply. The university would not be liable in the bake sale situation if it ensured as best it could that the students conformed to the health laws. Acting in a reasonable manner satisfies the standard of care. The institution in that case is not affected by strict liability for the sale of goods because it merely recognizes the student group that is selling those goods. If the institution receives a profit from the student group's sales, it would be liable. If the institution informs the group of the health code and the group chooses to not comply, and if the institution is aware of that fact and allows the students to continue, then the university is liable. As long as the staff does what is reasonable, informs the organization of the health codes, has the organization sign an agreement stating it has been informed of the health codes and agrees to abide by them, then the institution is in a much better position if it is sued. The university can be sued for anything, but it is not likely to be held liable if it has a signed agreement from the student organization.

If an independent contractor runs a concession and uses its own employees, its own distribution means, and its own products, then the contractor is liable for what it sells. The union is liable only if it leases space to a food service known for its inferior quality of food. As long as an institution leases space to a reputable independent contractor and makes it clear to students that the contractor is neither supervised nor recommended by the university, the institution is not liable.

Case 5

Orientation week ended with a large student/faculty wine and cheese reception in the union. One of the guests drank too much. Driving home, he struck and killed a pedestrian, then ran into a parked car and injured himself. Another guest tripped on a torn rug and broke his ankle. What liability does the union have in these situations? Would it matter if the drinker were under age?

The law governing this situation is in great flux and depends on the state in which it occurs. In California, the applicable law has changed three times in the last five years. If a fraternity has a party and people get drunk or if the union has an event and someone gets drunk and damages a third party while driving after the event, in California the host is not liable. The host is liable only if he or she serves an intoxicated minor who subsequently has an accident. Depending on the state, if an adult is served, even if he or she seems to be intoxicated, the host is not civilly liable for damage the adult later does to another person or to himself or herself. The theory behind the statute in California is proximate cause. In California the current theory is that if the person drinking is an adult, then the drinking is the proximate cause of the injury, damage, or accident, not the host's serving them alcohol. Notwithstanding the above, criminal liability usually exists if a minor or intoxicated adult is served or if alcohol is sold without a license.

If the tear in the rug is obvious and if some notice has been provided to the union facilities person, or if there should have been notice and someone should have seen the tear, then the union would be liable. However, the union would not necessarily be liable for a hidden defect. For example, assume that during an event in the union the boiler explodes. If the union can show that the boiler passed inspection by a reputable firm the previous month, the union would not be held liable for damage done by that boiler because it didn't know nor should it have known the boiler would explode. The union may be sued, but it could in turn sue the manufacturer of the boiler. Even if the union did not sue the

manufacturer, in most cases the union would be found innocent of any negligence as long as the proper inspection had taken place.

Case 6

The Hare Krishnas have been distributing literature next to the union entrance. Can the union director have them removed?

The answer is clear if the institution is "public." If the Hare Krishnas are blocking the entrance, the director can have them removed. If they are not blocking the entrance and are merely distributing literature, the director generally cannot have them removed.

The problem is in distinguishing between public and private institutions. A state institution clearly is public. A small college with no federal support is private. Some institutions are both public and private. They are not funded by the state, but they receive so much federal support that the courts have held that for Title IX and for many federal statutes they are considered public institutions. Many institutions are in that gray area; very few are totally private.

Case 7

Last year student government organized a march from the administration building to the union to protest the union director's insensitivity to ethnic student needs. At the union, several students staged a sit-in in the director's office and other students marched through the halls of the building, disrupting meetings. Several alumni were called on campus to conduct a teach-in in front of the union entrance. What was the appropriate response?

The legally justified response in this case would be to remove the students staging the sit-in on union property, inside the union building, and inside the director's office in particular, and to discipline the organization or students involved in disrupting meetings and for disrupting classes in a classroom building. In both those cases, the students are clearly going beyond their First Amendment rights because they are interfering with the mission of the university. The university should be allowed to accomplish its mission. The burden will be on the university when it tries to limit First Amendment rights of students, the right of protest being one form of speech. However, in the situation of the sit-in and disruption of scheduled meetings in the union, it is safe to assume the university may stop the students. The third instance, the alumni coming on campus to do a teach-in in front of the union entrance, can be regulated in terms of time, place, and manner.

A university can regulate the time, place, and manner of student exercise of First Amendment freedom. For example, if the teach-in is scheduled for 3 p.m. and another activity has been scheduled at 3 p.m., which would cause a conflict, the university can force the organizers of the teach-in to reschedule the event. If the place where the teach-in is scheduled would disturb classes in session, or if it is a place where another event is scheduled, the university can require the alumni to move to another place.

One 1960s case involved a student group that wanted to exercise its First Amendment free speech rights protesting the war in Vietnam by digging trenches around the library. The court held that the student group could voice its opinions but not in that manner. A university can control the time, the place, and the manner of a protest as long as the control is reasonable and as long as the controlling is done because of conflicts and not because of the content of the free speech. An institution cannot control the Ku Klux Klan's message any more than it can control the Young Republicans.

Case 8

Each pledge in an honorary bowling fraternity must wear a pin with the fraternity name on it for an entire week. The bowling lanes supervisor, resentful of the fraternity's frequent criticism of him, has ordered fraternity members who work for him to take off the pins. Must the students comply?

The answer is no. This answer surprises people sometimes because it is assumed employees don't have all the rights of other individuals. However, employees do not give up their First Amendment rights when they go to work, just as students do not give up their First Amendment rights when they go through the schoolhouse gates. If the employer can show that the wearing of a button has a detrimental effect on the employees' performances, then the employees can be made to remove the buttons. For example, a student working in a welding shop can be required to wear goggles. A student working in food service can be required to tie back long hair. Students working with public safety can be required to wear uniforms. But appearance cannot be regulated unless that appearance affects employees on the job.

The next three hypothetical cases deal with the 14th Amendment to the Constitution, which designates groups that are especially protected under the law. Discrimination under the 14th Amendment is constitutionally illegal if it is based on race, religion, alienage, or national origin. The difference between alienage and national origin is sometimes confusing. Alienage applies to a person who is not a citizen; national origin applies to a person who is a citizen but faces discrimination because of ancestry. No public university or agent thereof can discriminate on any of those four grounds. If an administrator discriminates on any of these grounds, the university will be liable and the administrator can be personally liable for the discrimination. An administrator who violates a person's constitutional rights is not protected by the university umbrella.

Discrimination based on sex, health, and age is not protected by the Constitution. Federal statutes prevent discrimination based on sex, age, disability, and wealth to some extent, but these are not constitutional protections. As a result fraternities or sororities can admit only men or only women, universities can require students under 21 to live in residence halls, and financial aid can be restricted to people without much money. Discrimination can occur on those grounds, but it is limited by statutes.

Case 9

A student is starting a new patriotic organization on campus which will be open only to U.S. citizens. The administration is trying to discourage her. Can the union director stop her organization from using union rooms for meetings?

Based on the 14th Amendment, the director can stop her organization from using union rooms because her organization is open only to U.S. citizens. The organization is discriminating based on alienage, so the director has a right, indeed an obligation, not to be partner in this discrimination.

Case 10

The union board wishes to reorganize, eliminate the seats now occupied by ethnic student club representatives, and instead have two ethnic seats elected from the student body at large. Can the union board do that?

No, it is not permissible. A fine difference exists between the two systems. As an example, the black student union by law is open to any student on campus, not just black students. Theoretically, the president and most of the members can be white. The organization itself is not allowed to discriminate. If it sends one representative to the student governing body, that representative may be black, white, or anything else. On the other hand, if a student is elected at large from a pool limited to only ethnic students, this is discrimination against non-ethnic students.

Case 11

The facilities manager has just called the president of the campus gay organization to inform him that his organization would no longer be allowed to function in the union. If the matter went to court, who would win?

No federal statutes protect people based on sexual preference. However, case law, the third source of law after constitutional protection and federal statute, deals with sexual preference. Cases hold, with a couple of states excepted, that as long as no laws are being violated in the union, the manager cannot discriminate in who uses the union based on sexual preference.

Case 12

The next hypothetical situation deals with contract law. The union has contracted with a photo studio for a set of publicity photographs. Before the photos are taken, the director finds a photographer who will do the same thing for much less money. Since the first photographer hasn't taken the photos yet, the director decides to use the second photographer instead. Has the union incurred any liability?

Yes. The first photo studio made an offer of services for a set price. The director signed the contract, indicating she accepted the offer. The studio offers a service, taking photos, and the union director agrees to pay for the photos. That's consideration, or something of value exchanged. A binding contract exists. Though the photographer has not yet performed, assuming there are no other problems with the contract, the union would be liable.

It is important to note that if the director signed the contract in her own name, she could be held personally liable, along with the union and the university. If she had signed the contract "Jane Doe for the University Union" or for whatever the organization might be, she clearly would be an agent, and as an agent for an organization she would not be personally liable.

Case 13

One of the union's information desk workers advises a student that she has satisfied all math graduation requirements by taking "Fun with Numbers" in high school. Four years later, that student, informed that she cannot graduate, sues the desk worker, the union, and the university. What results?

This is a question of agency; the desk worker is an agent of the union and an agent of the university. A court would examine the apparent authority of the information desk worker. If a reasonable student would believe that the information desk worker is the correct person to give advice on such matters, then the university might be liable. If a student leader in the university's orientation program offers academic advising to students, the university could be held liable. The orientation leader is acting as the university's agent. If, however, the university's catalog contains a big bold statement telling students not to take advice from anybody, only to follow what they read in the catalog, the university's liability may be ameliorated.

These 13 cases are typical of the many situations that are fraught with potential legal liability commonly confronting union personnel. Use the hypotheticals as a guide but be quick to call upon university legal counsel when tough questions need to be answered.

Two additional sources of general information regarding legal liability that you may find helpful are D. Parker Young's quarterly publication, *The College Student and the Courts*, and *The Law of Higher Education* by William Kaplan. Most importantly remember an adage that could have been written with university union risk management in mind: "An ounce of prevention is worth a pound of cure."

Introduction to collegiate licensing

Jack Revoyr, University of California, Los Angeles

Licensing, granting to another the right to use your trademark or trade name in their business, usually on a product, has become one of the fastest growing business activities in the world. Once confined to graphic designs that adorned limited styles of sportswear, licensing today has spread the names and representations of famous people, TV and movie personalities, rock stars, cartoon characters, and even institutions into nearly every closet of nearly every American home. Retail sales of licensed products were estimated to have reached $40 billion by 1984, a 50 percent increase over 1983, and royalty income surpassed $2 billion.

Even more dramatic has been the recent growth of collegiate licensing. From the pioneer days of the mid-'70s when a few adventurous manufacturers discovered that their collegiate wear could be sold to the general public at normal retail outlets far removed from campuses to the present, collegiate licensing has grown to about 90 institutions having some form of licensing program.

While psychologists might spend hours trying to explain why so many people today want to identify with some famous institution, character, or design, the makers of licensed products know that applying a famous trademark or trade name to their products will substantially boost their sales. And the owners of the trademarks and trade names now know that licensing has become a very lucrative business. It is both reasonable and timely for more colleges and universities to start their own licensing programs to benefit from the control and licensing of their trademarks.

Purposes of licensing

Licensing can accomplish three goals or objectives: income, promotion, and protection.

Colleges and universities are looking for new sources of income, and a well-managed licensing program can produce significant income. The potential of the licensing industry seems limitless, and colleges and universities can expect growth. They have the added advantage of being popular and respected organizations that people want to identify with and support.

A licensing program can promote an institution. When licensed products of high quality are on the market, the consumer is reminded of the school and the alumni are made to feel proud. There is no doubt that a good licensing program can encourage alumni support. It keeps the name of the school in front of the public and makes young people want to attend the institution.

Licensing a university's name also protects the institution's reputation. The licensing program on one hand should ensure that the name appears only on quality products that enhance the institution's reputation, and an active program with appropriate enforcement keeps undesirable products bearing the school's name from appearing in the marketplace.

In reality, a successful licensing program can and should achieve all three objectives—promotion, protection, and profit. This makes licensing valuable for colleges and universities today.

The significant value of licensing goes far beyond the income that can be earned, for a licensing program inherently involves the protection of a school's reputation. Licensing requires a school to pay attention to the registration and use of its trademarks and service marks and forces the institution to defend against the possible misuse of the school's name or trademarks in the future.

Many companies will try to exploit the fame that a college or university has earned on the playing field or in the classroom because that fame clearly helps sell products. The most common exploitation occurs when products appear bearing the school's name, nickname, or mascot. The products may be shoddy, in poor taste, or both. This can happen when the institution does not try to control the use of its name.

The real issue behind licensing is the ownership and control of the use of a college's or university's name. Several major schools entered expensive lawsuits a few years ago to protect their reputations and ownership and control over the use of their names. When the use of such a name is uncontested on simple products such as T-shirts, who can say the uncontested use will stop there? Since a college or university is involved in many fields of research, how can the school stop a company from using the institution's name on some product or process that may have originated at the school? And what if the product or process is dangerous or exposes users to some risk? In today's legal climate, major lawsuits are likely to result if a user is injured. If the school's name is on the product or if involvement is stated or implied, the college or university is likely to be sued as well.

Recently, a Los Angeles company promoted a diet plan developed by a faculty member at UCLA and used the University's name in its literature and advertising. The faculty member had left UCLA and joined the company marketing the plan. UCLA was able to persuade the company to drop references to the school because of its trademarks and because UCLA had established its licensing program in 1973 and had a clear record of controlling the commercial use of its name.

Elements of a licensing program

To develop a successful licensing program, these key elements are needed: a trademark or service mark, fame and fortune, product application, resources, and commitment.

The basic element of licensing is clear title and ownership of a name or mark. This is your trademark, which identifies a product's source or sponsorship to the consumer. A trademark protects consumers from deception by distinguishing the owner's goods from those of others and by guaranteeing quality. Trademark rights are gained in the United States through use in interstate commerce. A trademark must be used on a product that is sold

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This article is excerpted from Jack Revoyr's book, ***The Complete How-To Guide to Collegiate Licensing****, published by Pacific Representations, 1984. It is reprinted here with the permission of the author.*

across state lines. For a college or university, its name, nickname, and mascot are its trademarks.

A trademark is considered property and has many of the attributes of property. It can be bought or sold, used in advertising and on products, and licensed. On the other hand, if the use of the property is not controlled, ownership can be lost. Loss generally occurs when a trademark used on a product becomes a generic term for that product. Best examples of trademarks that became generic names are aspirin, escalator, cellophane, and thermos. Both the Xerox Corporation and 3M are fighting to prevent Xerox and Scotch Brand tape from becoming generic terms. Sometimes the very fame of a trademark is the cause of the danger.

A trademark owner must make every effort to control the use of the trademark and use the designation (R) with the trademark when it is federally registered or "TM" when application has been made and a right claimed.

Although a few years ago there was basic disagreement as to what extent an institution had an exclusive right to its name, the issue seems to be fading now. *The College Store Journal's* legal correspondents, Earl Kintner and Marc Fleischaker, wrote in 1982: "The authorities are unanimous that colleges and universities have a protectable property interest in their names and symbols" (p. 28). And in 1983 they wrote: "The symbols and emblems of colleges and universities may validly function as trademarks, which may form the basis for lawful licensing activities."

Every school has clearly established rights to its trademarks through use on assorted commercial products. The argument recently used against schools has concerned their exclusive rights. Opponents have pointed out that many schools did not control the use of their trademarks and permitted and even encouraged others to use them. Even so, courts have said that schools may start to control their rights and have exclusive rights.

The most recent decisions came in the case brought by the private bookstores around Texas A&M University. The state court had ruled in favor of the stores, saying they did not have to pay royalties and did have the right to use the same marks—basically ruling that Texas A&M could not have exclusive control and license its trademarks. But the appeals court overturned the ruling and directed the lower court to dismiss the suit by the private bookstores, in essence granting Texas A&M exclusive rights.

We have spent a great deal of time discussing this one key element—trademarks—because that is the critical element. All universities and colleges have this element. They own their names because of many years of use and should publicly declare that ownership by obtaining state and federal trademark registrations. Every institution has the other important elements. They all have some degree of fame and fortune, in sports, in academics, maybe because of location or even the name. Every institution has its area of influence where it has fame. And the fame that every institution enjoys has been applied to some product either by the school or by someone else. The final element is the commitment of the institution to proceed with licensing and give it the proper support.

Licensing program policies

When starting a program, it is important to make some key policy decisions up front.

First, decide the objectives of the program. This decision will shape the entire program and influence all other policy decisions. If the objective is income, the trademark should be licensed to as many makers and products as the market will bear. But don't expect the program to be successful too long. If promotion is the objective, the selection of products is important because they must relate to promotion. If protection is the primary objective, the products are important as are the logos and graphics licensed. The choice of licensees is also very important. Whereas the income objective might be considered an offensive strategy, this is clearly defensive. Not only would products be chosen for their quality and image, but greater effort would be made to prevent undesirable products from appearing.

For a college or university, income should not be viewed as the primary objective. The principal objective should be the protection and enhancement of the school's reputation. The licensing program should also promote the school. If the program is profitable, all the better.

Next, decide who will manage the program. Who will sign the contracts and make the major decisions on contract terms, prospective licensees, and products? Who will run the program on a day-to-day basis? Who will select and direct the attorney? For a university, the management function can be located in one of many places: in the central administration, in the legal office, in the business office, in the intellectual property office, or in contracts and grants. It could be in the athletic department, the campus bookstore, or even the college union.

No matter who manages the program, certain principles must be followed. The licensing administrator must have access to the highest level of authority on campus, either directly or through his or her superior. The administrator, if not authorized to sign a license, should have direct access to the person who is. The administrator should have direct or reasonably direct access to the trademark attorney. The licensing function should not be secondary to some other function in the same organization. The licensing function, if in athletics, should not be used primarily to promote athletics; if in the campus store, it should not be used to move emblematic merchandise; if in the central administration, it should not be used to finance overseas pleasure travel for senior administrators. Licensing is both a legal and business activity that is best situated in a legal or business setting.

An outside agent might be appointed to administer the program. For many if not most institutions, this may be the most effective and economical step. For schools that can afford it, the operation of licensing by their own staff is preferable. Even if an outside agent is chosen, the administrator should designate someone within the system to direct the outside agent and make sure the school's interests are being protected. Even with an agent, local policing and enforcement are required.

Goals must be set that specify the products, product areas, and the number of licenses to be signed in the first few years of the program. Getting the right products into the market and properly starting the program may be more important than selling a certain number of licenses the first year. Likewise, setting an income goal for the first year is unrealistic and might lead to licensing decisions that could be regretted later. A financial goal can be better set in the second year for income to be realized in the third.

You also will need to decide what trademarks to license. This means reviewing all the names, logos, and mascot representations and selecting one or several to register as trademarks. It may be necessary to create a new logo and/or representation if many different ones have been used in the past. In this case, there can be

no question about ownership. Many schools have done this and have obtained registration for new graphics.

It is important to make a list of the products you want to license, as well as a list of those you will not. There may be some product categories you will want to avoid. For example, UCLA does not license ingestible products, such as food or drink, or personal care products. Interestingly, these two categories are among the fastest growing areas for licensing. Would you ever have imagined Pac Man Spaghetti? Your decisions on products can be made on the basis of taste or liability. Having a list of guidelines in advance will make the licensing administrator's life a lot easier.

Determine the contract terms you will require, such as the royalty rate and annual minimums. Most universities now charge between 6 and 8 percent. You might decide to charge a different rate for different products. However, it is better to charge the same rates but vary the annual minimum guarantee by product. This is the amount the licensee agrees to pay each year for the license as a minimum amount regardless of sales. There is also the question of how much to charge up front as a licensing fee. Since a company may be licensed by many schools at once, this advance can be a real burden. It is recommended that the up-front money be an advance on royalty as opposed to a flat licensing fee. There are other important contract terms such as exclusivity, territory, length of term, and cancellation procedures, but they will not be discussed here.

One of the most important decisions concerns enforcement. Imitation may be the sincerest form of flattery, but not when it involves licensed marks. Not only does it mean a loss of revenue; it also means a loss of control and threatens the entire licensing program as well as the ownership of the trademarks. Why should a manufacturer pay a royalty to your institution if you permit others to sell the same products to the same retailers without paying any royalty? This gives the unlicensed company an unfair competitive advantage because it does not have to add on the royalty, resulting in cheaper wholesale and retail prices. Early in the game, the policy decision must be made to police the market and enforce the institution's rights. This means a commitment of staff and potential legal expense. You should also decide how you will respond to serious infringers. The trademark holder has an obligation to stop all infringement. Although this may be impossible, the effort must at least be made. Whenever infringement is detected, a cease and desist notice should be mailed to the maker of the offending product. Sometimes these infringers will become licensees.

An important political decision to be made at the start of a licensing program relates to the use of trademarks and logos by various campus groups and off-campus support groups such as the alumni. Students, alumni, faculty members, and even neighborhood merchants think they have an inherent right to use the institution's name and logo without restriction. To complicate matters, some colleges and universities have actually encouraged outside or third party use of their names and logos to promote their reputations. The success and legal vitality of a licensing program requires that all improper use of the trademarks be stopped or at least brought under control.

At the start of a new licensing program, the administrator should try to identify all parties who may use the trademark on commercial products. This is an important distinction because the licensing program does not involve trademark use on printed matter and promotional material that a school generates. Nor should it concern trademark use by departments of the university for their own purposes, such as use by the athletic department on uniforms, etc. Although any organization affiliated with the institution can be permitted to use the trademarks on products for its own use, guidelines should exist for such use.

The campus bookstore is a special case. If the bookstore is part of the university, the vendors that supply it can be exempted from the licensing and royalty requirements. This means that students, faculty, and alumni can buy their emblematic merchandise on campus at a slightly lower price. If, however, there are competing private stores next to or close to campus, it may be better policy to license all vendors to the campus store and collect the royalties so as not to compete unfairly with local stores.

The biggest problem may come from alumni groups who feel they may use the school's name to make and sell products for their members. It may be best to let them be, especially if they contribute funds to the institution. Some kind of written agreement between the program manager and alumni group could acknowledge and authorize alumni use because of this financial support. This agreement would be a form of a license.

Starting the program

A licensing program starts with and exists on the trademarks. This is the "property" upon which everything is built. Once the marks are selected or designed, they should be used and then registered with both the state and federal governments. At the state level, the secretary of state's office may be the proper place to obtain the forms and information. The U.S. Patent and Trademark Office is responsible for federal registration.

Filing an application for trademark registration at the state level is simple. Even at the federal level, the application process is not particularly complicated, but use of a good trademark counsel at this time is recommended. Legal advice about the best design to register and other matters could save many headaches and expenses later.

The next step is to produce graphics that show prospective licensees the mark in camera-ready art form. You might also prepare instructions on how you want your trademarks used and indicate any restrictions on use, including the (R) or "TM" indication as appropriate.

You will have decided by this time if your institution will run its own licensing program or use an agent. If an agent is used, you must still make the policy decisions mentioned earlier and determine who the liaison will be and who will be responsible for enforcement in your area. An agent will probably not be able to police around your school.

If you run your own program, you must choose the person who will manage it and provide that person with staff help, space for records and samples, and enough money for a proper start.

You will also need a contract, and for this an attorney will be required. An in-house attorney or a trademark counsel can provide the contract.

You should have a list of products to be licensed, which may help you decide which companies you would like to license. Ifyou have your own campus store, you can contact your vendors and license them all or license those who want to sell to other retailers, depending on your policy regarding sales to your own store.

The licensing process itself is relatively simple. I recommend

that first you review samples of the products to be licensed to determine if they meet your standards. These products need not show your own trademarks as your interest is in judging the products' quality. Then you can give the prospect a sample license and state your terms. Should that be acceptable, the company should be sent a real license to sign and return with a check if advance payment is required. At UCLA we do not give out any logos or graphics until after the contract is signed by both parties. Most of the people who say they want a license will not follow through, and giving them the graphics up front just encourages infringement. A company gets these only after it has signed and paid, and then it is required to submit a sample of the actual licensed product with the graphics before the product goes on sale.

As a licenser, you must always be concerned about the quality of the product you have licensed, which means checking the marketplace and collecting samples regularly. You will have to check royalty payments, keep records, and audit licensees from time to time. You must also engage in policing and enforcement activities. This means going into the market and trying to detect unauthorized and infringing products, checking trade shows to see what is being offered for sale, and reading relevant publications to see what is being advertised.

Finally, you must keep accurate records of who inquired about licenses, their names and addresses; who actually applied; who was licensed; and who infringed. You will find the same people popping up from time to time. Many infringers will inquire about a license before they offend. And infringers, who could be innocent, will often become good licensees.

The program matures

Patience and time are needed to start a new licensing program. Licensing is not easy. It requires effort and attention to detail. But it has immediate value and return because it protects and promotes the name of a college or university. Building a sound program that will produce revenue requires slow and careful construction. The basic objectives should be a combination of protection, promotion, and profit. The bottom line of royalties earned should not be allowed to put undue pressure on the proper control and administration of the licensing program.

Licensing also can be fun. I hope that many of you have an opportunity to try it and to join the growing fraternity of licensing administrators all over the country who keep in touch and share information and concerns as we all try to become more professional in this relatively new and booming industry.

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Systematic union research as a means of creating change

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Eight years ago, the University of Maryland–College Park saw a need for a multipurpose recreational facility for leisure activities. A graduate student was hired under the direct supervision of the assistant director of the Counseling Center to coordinate, analyze, write, and publish the results of a survey looking at the needs and wants of the University of Maryland student body, faculty, staff, and local community. The survey also examined facilities on other campuses to make comparisons with the possibilities at the University of Maryland.

The completed survey thoroughly examined the recreational facility's potential customers, clients, and campus community. If the Union was to become what we had envisioned, we needed to know the same kinds of things about the Union, so we arranged to do a similar study. That was the beginning of the Union's and Counseling Center's collaborative research program.

The first study was a needs assessment, an attitude survey, a usage survey, and a dream list of facilities and programs that we didn't have in the Union that people might like to have. We have repeated the survey once since then, and we are in the process of doing it a third time. We use this instrument every four or five years to measure our progress. To see if we're improving, we can compare what members of the campus community said eight years ago, four years ago, and what they say now. If we aren't improving, we can take action.

We looked at this research project as something we wanted to be able to respond to and use to create change where needed. We were faced with the serious situation of operating a 250,000-square-foot facility that must be run as a self-supporting business, yet it is in a higher education setting. Many union people deal with the problem of explaining to business affairs officers all the things that are done in the building when only 33 percent or less of building space is dedicated to producing revenue.

Because of the success of that first project, the Union now has a continuing arrangement with the Counseling Center to pay the yearly stipend for a graduate student. That person is under the immediate supervision of the union director or the administrative assistant. Each year we engage in either one large or one rather large and two or three smaller research projects. We organize a new research committee each year because various people on our staff have projects they want to pursue. One year the Craft Shop manager, who has questions about the Shop or wants to research various aspects of the Craft Shop's programs and facilities, might be a member of the committee. The next year it might be the manager of the Union Shop, an outlet for candy, cigarettes, magazines, and sundries. Next year it may be a member of the operations staff or someone from the program department wanting to know why people aren't coming to the movies, the effects of VCRs on movies, or other programming concerns. The usual number of people on the committee is five or six. The assistant director of the Counseling Center is a permanent member of the committee and supervises its technical activities, validates the surveys, helps members and the graduate assistant write proposals, helps the graduate assistant develop the survey instruments, and approves all drafts of research results to assure their validity.

Advantages

The research committee is consistent with what we stand for in the Union. It offers a practical laboratory for a graduate student to deal with real life problems and situations. Most of the graduate assistants have said that this is more educationally significant and meaningful to them than working on theoretical models on computers or writing theses or research projects that will never see a practical application. The graduate assistant typically stays for two years and is able to see the results of the application of his or her research.

The Union offers the setting for a student to do "real research" and learn real-life experiences outside the classroom, and the Counseling Center is able to accommodate one additional graduate assistant each year.

It's very easy on any campus to become insulated and think only about your own program. One thing that has worked well at the University of Maryland is spreading the Union idea around campus instead of sitting back and saying, "I have only these resources to work with."

Every campus has people who like to do research, have helpful skills, and are available at no cost. It's just a matter of finding them. Psychology departments, statistics departments, or education departments, among others, can also help. We must recognize that we are facilitating education if we really want to be part of the total community.

More people know more about unions through increased activity, reports, and articles in journals. All kinds of programs and activities on campus have some kind of union message because of this channeling of resources. A good way of using resources is to say, "There is something over at the Union that you might want to look into." Don't think just about studies on moving a facility to a certain location. Try to think of the broader implications and how they affect the subgroups that use the Union. We think in terms of effects across the whole campus (topics like retention); essentially, we take the Union and put it into all the other areas of the University.

It's also nice to see results. One frustration of research is that nobody cares about it or it goes into some journal or report and sits on a shelf and nothing happens. We now gather the data, watch the decision being implemented, and see the change. Every time we go to the Union we see something that would not be there had we not done the survey.

Continuity is also important. By using our approach, we get past the quick survey idea. We do surveys, we have a plan of action, and we know we'll be around next year.

A research program is also a terrific training opportunity for students. Most often we employ students from the education or psychology departments, but any relevant field, such as business or sociology, is possible. Often research isn't done because it is not a priority, and without the right kind of staff the research doesn't go very well.

In our collaborative research program, the Union pays for the materials and assistantship for the student, and the Counseling Center supplies the space, supervision time, computer time, etc., at no cost. The student receives financial support and is directed toward a possible profession or plan of activity, which is a good recruiting device. It is also possible to arrange for course credit rather than a stipend, but a stipend allows for more flexibility in the projects. Again, it's more important for the researcher to see results.

We do not do enough research in the union field. To a person without a research background, research doesn't sound like much fun. If you attempt this kind of relationship with an academic department or a counseling center and if you don't have a research background in statistics or a related field, find someone who is willing to explain to you how to analyze results. Someone like that can change your attitude about research and can even make it fun.

Research projects at University of Maryland

We have researched several areas over the past few years. One project was an on-the-spot survey of people who attended our Union's annual All-Niter program. This was nothing more scientific than standing in various locations during the evening and distributing a survey, asking the respondents to complete five quick questions in return for one or two tokens for the video amusement machines. The survey asked short questions such as: "How did you find out about this? Did you have fun? Do you want to come back next year? Do you want to work on the program for next year? What didn't you like about it?"

A large usage, facility, and additudinal survey is conducted every four to five years. Approximately 700 subjects—students, faculty, staff, and alumni—make up the sample. The actual cost of the study, including printing, staff time, and computer time, is between $5,000 and $6,000.

Another study at the University of Maryland involved the recreation area. Like many others across the country, our recreation area use had decreased; it seemed people were less interested in bowling and billiards. This survey consisted of people who were and who were not using the facility. The survey gave us ideas of things to do in our bowling lanes and the billiard room. After taking some of the indicated remedial steps, our bowling participation did increase, but billiards did not. We found that what worked with bowling didn't necessarily work in billiards. We then conducted a second survey among present users, previous users, and non-users of the billiard area in an attempt to discern why

certain actions showed immediate results in bowling but not in billiards. The collected data told us that people's perceptions of the billiards area revolved around certain groups of people who played billiards in the recreation area but who were not University students. Some respondents also believed that some members of this non-University group were armed when they came to the Union. We have since corrected some of those problems by moving the billiard tables, having better supervision, and checking ID cards more carefully. We are now in much better shape than we were before our study.

The University of Maryland is largely a commuter campus; 65 to 70 percent of our students are commuters. Consequently, the Union plays a very unique role for those people. We have lounges in the building where many people eat, sleep, study, wander around, try to pull themselves into their own little shells and not let anything or anyone bother them, or just sit and watch the traffic go by. We were curious about these people. How long did they stay in the Union? Were they commuters? Were they residence hall people? Did they live in the Greek houses? From how far away did they come? How much time were they spending in the Union? Did they come to the Union for specific reasons? Were they doing peripheral things such as patronizing the Union Shop while they were there? Did they go to a movie? Did they go to the bank? We did various surveys with those people to find answers to these questions and thereby get to know our patrons or clients better.

From these surveys, we discovered that minority and international students used the Union in a greater proportion than they are represented on campus. It's only natural, perhaps, that that would happen, but we were gratified to learn that we were serving that purpose for these groups, as many of them, particularly international students, do not have "homes" they can go to on weekends. Minority students, particularly those in Greek organizations, have business offices, not houses, and they use the Union for purposes that traditional white Greeks, who have their own fraternity houses, would not.

We have attempted to do some needs assessments of student organizations. With more than 500 registered student organizations on campus, the essential question is, "Do we serve their needs?" If not, we want to know what they need or want. Student organizations told us they want social functions that last until 2:30 or 3 a.m., and they dislike being charged extra fees for late hours. International students told us we need a microwave oven in the vending area because they bring food they've prepared at home and they want to be able to heat it. Student organizations without offices told us we need more mailboxes. We now have only 40 boxes, but we have plans for 180 boxes in a current remodeling project at our Information Desk.

About 25,000 people use the Stamp Union each day. These data are collected by actual head counts. We count the people, which doors they use, and at what hours they come in to the Union. It's important that we have revenue-producing services in high traffic areas, and it's important that we separate those somewhat from leisure areas, rest areas, or study areas.

To maximize the space devoted to revenue-producing areas, we did a survey on whether we should move our Union Shop. Which area would be most conducive to patrons' needs? In the survey we gave members of the sample a map and said, "The Union Shop is presently located here. Would you rather have it in space A, B, or C on the floor plan?" They could circle the desired space. We then gave them a list of products we currently do not have space for but could offer if we had more space. People were asked: "Which of these would you buy on a daily, weekly, bimonthly, or monthly basis?" The results of that survey are about to come to fruition. We are about to award contracts to move the Union Shop to a space half again as big as it is now and in a much busier area.

We have recently completed a research project on our theater and movie program. The Hoff Theater has experienced a patronage drop-off over the past 12 to 18 months. We have a 746-seat commercial theater in the Union where we show 35mm films, many of them first-run or close to first-run. This high volume program produces dollars for other programs. It serves the needs of many students who don't have easy access to off-campus theaters. We wanted to know why attendance has recently fallen off. We designed an instrument that asks questions in the following areas: "Is it because you don't have the money? Do you have access to or own a VCR? Do you have cable television in your house? If you have a VCR, how many films do you rent a month? If we showed a comedy before the movie, would that be more attractive to you?" The survey was just completed and we have yet to do an analysis and report, but it should tell us some things that will help us.

Another recent survey examined the recreational interests of the campus community. We looked at a random sample of the whole university community—students, faculty, staff, alumni, and people who live in the community around the campus. We are very close to the local business district, and strained relations exist at times between town and campus. We hoped the community would look at the University as a resource rather than as a source of irritation.

Another recent study presented respondents with a wish list. We were considering new kinds of services to locate in the Union, and we gave respondents a list of six possible services: a travel agency, a combination typing/computer agency facility, a print or fast copy service, a manned post office (not self-service), a barber shop/hairstylist combination, or a video pinball arcade. Respondents were asked, "Would you use this on a weekly, monthly, daily, or two-times-a-semester basis?" As a result of the survey, we are moving our Union Shop; then we will move our video and pinball machines into the vacant space. We will also pursue the travel agency idea.

The surveys provide us with information we can use in campus reports, meetings, and retreats. In a recent student affairs meeting, the Union came out looking the best of all our student service agencies for generating programs and providing services. Information from the research program can be used to increase the visibility of the Union, and it gives people who want to comment about the Union a chance to talk about something other than they think we're doing a terrific job. Such discussions have led to an examination of the role of the Union in areas such as retention. Several of our studies have shown that the Union is an important facility with programs related to many people, particularly minority and international students. We also found that our Hispanic students tended to study more in the Union than other student groups, so we have evidence that specific groups on campus use the Union in specific ways.

Recently we conducted a study on the extent to which use of the Union was related to retention. The results were interesting. Two

items worked particularly well for black students. Black students who expressed interest in an outdoor recreation program were more likely to stay in school than those who didn't. We also found that black students who attended a dance or concert in the Union were more likely to stay in school. We studied a wide range of facilities including libraries and residence halls. Our interpretation is that outdoor recreation normally does not attract as many blacks as whites, but a person who signs up probably has identified more with the community or has a level of trust in the community. Secondly, a dance or a concert is a more formal commitment than casually coming to the Union or engaging in informal activities.

Setting up the program

The following steps are recommended for unions thinking about instituting research programs:

1. Contact the relevant person or department with whom you want to collaborate and set up the program together.
2. Establish an advisory committee to provide input and discussion about planning studies and interpreting results. It can be informative and fun. Mixing food service people, graduate students, maintenance people, program directors, etc., in one room can generate good participation and provide a way of spreading the word about the research program to the staff. One of the worst situations is having people who do not know what is going on.
3. Allow some give-and-take in planning and conducting studies. No matter how small scale and pragmatic the study, ask: "What is beyond that? What other implications are there for this? Is this a lifestyle of students? Does this concern something other than just the immediate issue?" By asking the questions, things fit together better. There is a potentially higher set of goals in the most mundane of projects.

Costs

We conduct our research program very cheaply compared to many other programs. Research is quite inexpensive if it's done well, but problems can occur, such as sending out 10,000 questionnaires and getting four back. Returns are important. Don't send out something that you can't handle. For example, if you have a small staff or if you can't afford the time or telephone expense, get a small sample. A well-done small sample is much better than a big sample with a poor percent return.

Problems and pitfalls

If you were to hire an experienced researcher or surveyor, you might not have some of the problems you have with students who are learning. But with adequate supervision, minimum problems should result. Of course, if you were to hire an experienced researcher, it would cost maybe $100,000 or more to do the kind of surveys we do. It's a very expensive proposition that can be done inexpensively and result in other benefits.

Another problem that can occur is the old one of the committee-designed project: everyone has his or her own idea and we have a disjointed effort. That is where leadership comes in. Assert the leadership role when problems occur. Start modestly; start with something that you can do; start with a sample. One of the classic errors in logic is to believe you must reach everybody. Samples can be very effective no matter how big or small the campus.

Conclusion

Staff process is important in the way we manage and develop our staff. We all believe in a developmental process for students. The same is true for staff, and many who have served on research committees have gained in self-assurance because they took part in a "research project." Perhaps they never thought they would have the opportunity to put their names on a research paper or publication or even have an interest in that area. The program has been beneficial for staff morale and development.

The research specialist is helpful in advising you on how to handle the research data. It is interesting and gratifying to have a bound survey to put on the shelf and show people. However, you may not want to deal with all the information personally. You will need some guidance on handling this aspect of the process if you don't have a background in research.

Madison Avenue marketing for the '80s college union

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Marketing is a science. Many of the people who work at universities do not have marketing backgrounds. That's often where the first problem occurs; we're primarily program people. However, we owe it to our students to make sure they know about the good things we have to offer. That's were marketing comes in. We can't afford not to market because more and more of our programs are based on people coming to the programs and paying user fees. Many of us, especially those of us in larger cities, have competition from the general public. Many of the programs they offer are identical to our own, but many times, they are much more expensive. Part of the problem is that our consumers—students, staff, faculty, and in some cases the general public—don't know we are providing excellent but less expensive programs and services.

What are some of the major marketing areas? Print material production, public information distribution, market research, public relations, and income solicitation. Two major concepts of marketing approaches are segmented and centralized marketing. Most universities use segmented marketing approaches, which means departments, facilities, or programs coordinate their own marketing individually. Are they all following the same marketing plan? Is there a marketing plan? Are strategies being used or are fliers just being made and random advertisements being taken out in the school newspaper to promote something?

If you have a marketing plan and follow sound marketing techniques, your job will be easier, the guess work will be gone, and you can get back to doing what you're really good at, which is constantly improving your program and staying in touch with your students instead of last-minute crisis planning.

Part of the theme behind successful marketing is called effective reach. How do we reach the students? Many times we think osmosis works. It doesn't. Students must know what we have to offer. We often assume everybody knows about our great programs because we've spent so much time planning them. But that's not a reality, especially on commuter campuses. Students may drive to campus, spend an hour or two, and then leave. Yet they are being bombarded by advertising and competition off the campus.

We started using the concept of centralized marketing at San Diego State about two and a half years ago. At that time I had spent roughly six years at the Mission Bay Aquatic Center. When I worked at the Aquatic Center, we had a $50,000 program and served about 2,000 students a year. Six years later, the Mission Bay Aquatic Center, using that same base budget, had grown to a $900,000 program. What had changed? We were serving many more students. We used a lot of hands-on marketing, and we used ourselves. What interests us? How can we get our intentions across? What is "cool" and what isn't? When we're dealing with students, that buzzword is something we ought to think about because students have a way of determining immediately what's cool and what isn't. Our programs should definitely be cool. Even if they're well-rounded, seasoned, safe, exciting, and educational, they still must be cool. Otherwise we're doing it for ourselves and not for our market. We can never forget we're in the consumer business. We represent those consumers, and we have to understand what they're thinking. While I was at the Aquatics Center we started doing a number of things—boat displays on campus, free popcorn giveaways, 1-cent classes, four-color brochures, videos—to attract attention. And attention we got. All of a sudden lots of people came to the Aquatics Center because of the image we created.

We identified our potential users. There are three spheres of consumers. The first sphere is current users. These people are in your programs; they know where and how much your programs are. They are the ones who use the programs if they have the time and the money. The second group is potential users. That's the group you're really trying to attract. They often have the same characteristics as the users. You must know who the users are and where they come from, and that includes demographics and psychographics. Demographics tell where the users live, how old they are, if they are male or female, if they belong to a club or an organization, etc. Chances are people like them are the potential users. The third sphere is non-potential users. I worked on Gov. Brown's senatorial campaign a few years ago and learned the hard way that often you can take a very long time to sell somebody on a candidate only to have the person say, "I'd vote for Brown if I voted." You've wasted an hour debating, and the person is not interested; he isn't a voter; he isn't a potential user. So identify the potential user.

You do that by using the linear approach to sales. Walk up to an individual and ask, "Have you heard of the Student Center?" If the answer is yes, you have another question, and if the answer is no, you have a statement. You explain what the Student Center is and what it does. This approach starts a dialogue, and it starts opening up individuals so you can find out who they are and what their interests are. Chances are they're going to be interested because you have great programs that are affordable and that's probably one of the reasons why they're at the university. But you have to reach them; you have to ask them questions. If you've created interest, you've created a potential user.

Know your marketing history. What has been done on your campus? What has worked and what hasn't worked? When I first came on board, I spent about three months interviewing everyone involved with the Associated Students of San Diego State: program managers, student leaders, janitors, the president of the university, etc. Everybody loves to discuss ideas. And many times they have great ideas. Successful marketing plans include everybody's ideas.

Now you have a marketing orientation as far as knowing what promotions worked well and what promotions didn't. Do that for all of your programs; know how they were marketed, what worked, what didn't work, and what some of the problems were. You then know what you're up against. The next step is to understand how the programs have changed and grown.

San Diego State built its college union in 1968. Students were much different in 1968 than they are today. Their demographics have changed and so have their psychographics: the way they think, their attitudes, and their interests. Yet many of our programs are based on the '60s because that's when they were created. Bowling was the hottest thing in the world then, and if you had bowling lanes in your union you were hot stuff. Bowling is not the hot thing anymore. To market bowling, make it a happening, a special event, something students want to do. Bowling today is competing with trips to Mazatlan and Puerto Vallarta, waterskiing, lectures, and rock bands. It's tough competition. Understand, evaluate, and research. Are your programs up-to-date? It might not mean changing the program; it might mean changing the wrapping, renaming it, retiming it, and changing the delivery.

Many universities use the menu concept: "Here's what we've got. Take a look. Here are the entrees, the beverages, the desserts, no substitution. You pay that price or you don't get it. If you don't like it, don't order it, and don't ask me to change it." If you have a captive audience you might be able to get away with this. But we don't have captive audiences. The menu changes with our students' interests. Don't expect students to change for your program because you've worked really hard on it or a program that worked 10 years ago to work today. That is naive. Make sure the menu changes when the consumer changes.

Develop your image. Who is the union? What is the Associated Student program? Many times a university has an on-campus image and an off-campus image. The two are always lumped together as the university. If the university does something good, everybody takes bows, and if the university does something bad, everybody gets blamed for it. The public doesn't understand that a university has many components.

How do you develop your image? First you do some research to find out what people's image of your program currently is. Is it favorable? Do they feel it's well priced, convenient, timely, state of the art, exciting? Is the equipment good? Is the instruction good? Ask what they first think of when you say "the union."

We had a problem with image. We asked people, "What do you think of when we say Associated Students?" The first thing they said was student government. The Associated Students of San Diego State is a $6 million program governed by student leaders. The students are our board of directors. However, we do not want to be known as student government. We want to be known as programs, services, and facilities. When you think of General Motors do you think of a bunch of men sitting in a room or do you think of the cars? We want our students thinking about what we do and what we offer, not the politics of our situation.

Increase student awareness. We do that with print, video, multimedia, and special events. Create cost-effective, efficient marketing efforts. Don't just do it the way you've always done it; see what works and concentrate on that.

Coordinate the production of your print material. So many times I see a really talented outings coordinator who can snow ski, backpack, run white-water rapids. We tell him, "You're qualified in all of these areas and we want you to run all these trips, but we forgot to mention that we also need you to market your programs." The person probably doesn't have a marketing orientation.

With centralized marketing, we've created an advertising agency of sorts. We have clients. We have an outings manager who comes to us with a program and asks: "What do you think? Do you think it will happen? What about the price? How does that compare to the other guy? What's the best way to reach our market? Who is our market?" He asks the questions, and we use his marketing dollars to promote his program, but we use marketing people.

Develop media contacts for public information distribution. So many people are good at going through the motions. Lots of press releases, lots of public service announcements are going out everywhere. How many of them are being used? How many of them hit the paper? How many of them were in the right format? Do you know the people these should be addressed to? Do the reporters and editors read your material immediately because it came from your union? Know who can help you and make it worth their while. It works both ways. When you have a story that breaks, they know whom to call and you help them out. You have contacts instead of just a distribution list.

Institute marketing research. Today's marketing program must be based on research, not gut feelings. Establish benchmarks: as of March 20 you had your 50 percent fill; as of March 31 you had your 75 percent fill. If you're a little behind, it's time to step up the effort. If you're a little ahead, you can kick back and pull some of those last ads. Monitor the promotion as it goes instead of waiting to see what happens.

Provide public relations. Public relations is taking care of people who are important to the organization internally. Don't forget about the people you work with and work for. Do you work well with the university? Are you constantly backpedaling? Are you building empires? Are there power plays? You can spend a lot of time playing those games instead of doing what you're supposed to be doing. Public relations over a period of time can make things go a lot smoother on campus. You have a special event you've always wanted to do. You do six months research; you're all ready to go; you have sponsors, and then the president kills it because it isn't in line with his policy. That can really hurt. Try to figure out those things ahead of time.

Develop and coordinate special efforts to evaluate programs and services. Know what people think about your product, your service, your facility, and what they would like to see. Let your consumers tell you what they think. Make the evaluation an instrument that you can compare all the areas. Don't ask some questions in the general store and other questions in the games area, because you won't be able to determine priorities of preference in programs.

Provide umbrella and segmented marketing. Umbrella marketing means promoting the entire union, the entire organization. There are power and credibility in numbers. You must have promotions that present everything you do, especially in the beginning of the year. Segmented marketing supports umbrella marketing. It promotes an individual program and complements the umbrella. The umbrella will increase awareness, but it won't sell individual programs in most cases. You have to make students

aware of you and get them in the building before you can sell them on your programs. Nobody buys anything at the supermarket before getting in the door.

Coordinate and create all internal and external advertisements. You can combine efforts and save money. Take out one full-page ad in the newspaper and promote this week's specials, just like K-Mart. It's a lot less expensive, and again you have the credibility of a number of services offering "1-cent sales" this week. Work with students on developing awareness levels and special events and help them with their printing system so they can help themselves.

Grab new students as soon as they come to campus. New students evaporate into the numbers. Get them while they're new and impressionable; that's when they make value decisions. We're in the business of complementing their higher education, not taking it over, by providing a nice blend of cultural, recreational, and social programs that enhance their academic orientation.

I have 25 people on staff; six of them are paid. They are all part-time students, and we coordinate $440,000 worth of marketing efforts. A lot of things can be done with little money and with people right on campus. There are a lot of experts on our own campuses: typesetters, printers, the campus art department, and journalism department. You think you can't afford glossy, colorful brochures, so you continue to use photocopied fliers. Meanwhile, all the off-campus competition is using glossy brochures. The color really catches students' attention.

There are ways to save money in print production. We sell advertising. We took our newsprint budget and subsidized it with advertising dollars. We now have a new total that can buy new options. We still can't have an ad agency produce brochures for us. But there are groups that will put your magazines together if you give them the exclusive on advertising sales. Or you can do it yourself and give students hands-on advertising sales experience. We centralize it so that we retain control. We don't run an ad if we don't want to; we use our discretion. We solicit advertisers and our student graphics artists build the ads. We need the extra dollars to produce a slick publication. It is more work, but it is also more effective.

Typesetting is very expensive. If done on campus, it is probably less expensive, but it takes a long time. I work with companies in the community because they can finish a job in a short time, and they know that if they don't get it out I will go somewhere else.

Many of our magazines have redundant copy semester after semester. Keep all of that copy on file. After you plug it in the first time, you can push a button and you've got it the second time, which is a lot less expensive. You can use old typesetting if you store your boards correctly, and the poor man's typesetter is a typewriter.

What other things do we print? Advertising, display advertising, fliers, brochures, tri-folds, all kinds of things. Are we getting our money's worth? The dollars we spent in our student newspaper weren't that effective in the past. So we did some research. People said they heard about specific programs in the student newspaper, but they didn't remember the ads. It really wasn't an effective ad that got them to the program.

We decided to build our own ads, and we thought about what would catch people's attention. We found it's more of a story, something that's eye-catching. Next year's theme is going to be the Betty and Bob story. Betty and Bob are going to have a big promotion to identify the typical Aztec guy and girl. They're going to be judged; people are going to sign up; it's going to get a lot of press; and it's not going to cost us anything. "Watch Betty and Bob travel through the Associated Students." When Betty and Bob go to Mazatlan, we'll have snapshots of them all decked out getting on the airplane, etc. We'll have Betty and Bob at the open-air theater, Betty and Bob sailing, etc. Now people will look at the newspaper wondering what Betty and Bob are doing today instead of just ignoring the ads. We want people to look for our ads.

We also do cost comparisons. Imagine if Pepsi cost 20 percent less than Coca Cola. Pepsi would be pointing out that difference all the time. Dollars help make up peoples' minds. But people don't go out and compare. So we do the comparisons for them.

Public service announcements, press releases, and press packages are very helpful. The press should not get separate announcements from the crafts studio, the store, and your students. The information should go through a funnel. Centralize the information and send it out on a regular system. Each special event program should have a marketing plan, which includes a press release, a public service announcement, or a checklist: (1) Will we do some kind of promotion? (2) Will we take out an ad? (3) Is there a poster? (4) Is there a brochure? The marketing plan is supported by a press release, but a press release is extra, not something on which to base sales. Much of what happens on our campuses is newsworthy. Make the press contact and give an exclusive. I found out about press conferences the hard way. Last year I made the mistake of telling the media not only that we had a great press conference and that the president of our school and the mayor of our town would be there, but what it was about. I told them it was about Spring Fiesta. Once they knew, they didn't have to come. Make it a major announcement and do not tell them what it's about.

These promotional methods don't work as well on their own. They work much better in conjunction with the other methods. Your audience can see the same thing from different angles. One of them will work. That's why we don't do it the same way every time.

We like special events on our campus. There's more hoopla and free publicity. It's another way besides advertising to reach the students. We use boat displays and crafts fairs, and we set up one of the tents from the outings program on the lawn—anything that will catch the eye. A lot of the programs that we do under special events also include special programs, such as comedy night. We receive $7,000 a year from a sponsor and that provides comedy for our students. We get three headliners from the Improv and the Comedy Store. Students see these people for a $2 admission fee. The same show the next night at the Improv would cost $8 with a three-drink minimum. We provide something that they couldn't get for the same price. But use those types of settings to promote other programs. If they're interested in comedy, they might be interested in Gordon Liddy, who's speaking later this week, or they might be interested in a movie that's coming. We try to get comedy every Tuesday and movies every Thursday. We don't have to promote the individual comedian or the individual movie; people know if it's Thursday there is a movie, and it isn't so much what movie as it is a regular event.

San Diego State does A S Fest the first week of school. Every organization, club, fraternity, and sorority does something every

hour. Instead of trying to do something that wasn't in the mainstream, we decided to go right along with that. We had A S Fest on Thursday of the first week from noon to 5 p.m. with the college union completely open. We offered free bowling, free table tennis, 10 percent off on classes, 25-cent beers, live music, free popcorn, and 20-cent hot dogs. We had 6,000 people in and out of the union in five hours, and they had a great time. Once they were there, we promoted our programs. Each program area had a table, with the person working there in a Hawaiian shirt. We ran a promotion the whole week with guys rappelling off the roof, etc. It was a fun way to get the information across. The students were in the union having a good time, and all of a sudden they noticed banners, tables, booths, and they got the information. They left after having been exposed to all the things that were going on. It's not the only thing we do, but it does get them in the building the first week.

If you can start with anything, think seriously about research. Where do you start? We used a marketing class from the business department to evaluate current student awareness and attitudes. We surveyed about 600 people, a cross-section of the campus, about who they thought we were, what programs they associated with us, what their attitude toward us was, and if they had used any of our programs, how they rated their satisfaction, etc. It gave us benchmarks and took us out of our little offices and put us in the shoes of the consumer. We might have found that their interpretation and awareness were much different than ours. After we did the survey we went to phase two, which was user satisfaction. That gave us something to compare: users' impressions with non-users' impressions. For example, we found that many of the non-users of the General Store said they thought the Store was a great idea but they wished it had sandwiches. Then we did a user survey. The users said, "We love the General Store because of its great sandwiches." That told us that our potential users didn't know we had sandwiches, and that we needed to increase awareness.

This semester we're targeting on focus groups and shopping. Focus groups are affordable and fun to do. They are not scientific, but they can provide a lot of good information on trends, characteristics of users, etc. Gather five to eight people, give them free concert tickets or free lunches or two free lines of bowling, and ask them to come to a specific place for an hour and a half. They meet informally, and you record the whole session. You can either pick a particular topic or discuss a wide range of things. We did a focus group on Spring Fiesta. It gave us a much better idea of what consumers think of Spring Fiesta, what is the best way to reach them, would they come, did they go last year, what were their favorite things there last year. Then we explained this year's format and asked them what they thought. We didn't take one group's word for it; we interviewed another group. Use two or three focus groups and compare and cross tabulate. You can do focus groups for each of your programs; you can do them with users; you can do them with non-users; you can do them with users and non-users. You can sit down with students and ask questions, and they'll tell you what they think and they'll ask you questions.

We also do "shopper reports," which is our way of understanding what our consumers are seeing. When I walk into Aztec Center, everybody says hi and is very alert, but that's not what our consumer is seeing. We give the information we get from shoppers back to the supervisors so they can do a better job of training their personnel. For example, several of our front desk personnel were eating and drinking on duty. Thinking that the staff was at lunch, the customer didn't want to intrude. The staff people were working, but the body language they were sending out was completely different. We found we didn't have a policy that said they couldn't eat on duty, but now we do. Nobody was singled out, but now we know how to look better and how to better serve the consumer.

Now we shop all of our programs four times a semester. We never use the same person, so observations are always based on at least two different people. Because we want to know how staff handle phone calls, we do one shopping experience by phone. We then compile from all the shopping reports an evaluation that lists pros, cons, and suggestions for each area. We attach a list of what the shoppers noticed. Did the staff person have a name tag? Were customers greeted? Were the floors clean?

Income solicitation is sales. Most programs have a minimum and a maximum attendance requirement and administrators shoot for the minimum. But all the icing in the budget comes from exceeding the minimum attendance. A goal should not be to offer everything to everybody but to offer programs with the potential for maximum fill. We don't have to be everything to everybody. If we do a better job at filling a lot of popular programs, we have a better chance of running the marginal programs that might not have large turnouts.

Part of sales is establishing benchmarks. When do promotions start for this particular event? What is the promotion plan? Where should you be at this date regarding sign-ups? What do you do if you're behind schedule? Don't panic; have an alternate plan ready. Another approach is to pre-sell programs using group sales. Difficulty in pre-selling a program will tell you you're going to have a hard time filling it.

This year San Diego State has a $6 million program. We, including our student newspaper, generate about $800,000 a year through income solicitation of display advertising by sponsors, special events support by sponsors, in-kind donations from sponsors, and cash donations by sponsors. In return we give brand consciousness. Unlike some campuses, we work with beer sponsors. We have 19 corporate sponsors, and two of them are beer companies. The beer companies come up with a lot of cash whereas most of the other sponsors give free products and products at cost.

The college beer-drinking market in the United States represents a $30 billion business annually. The beer companies spend $20 million to get to that market specifically through college promotions. They will not go away just because we do not accept their dollars on our campuses. They will put more ads in publications that students read outside the campus, more commercials on television, etc. I would rather control how those dollars are used. I put together a package that gives sponsors a wide variety of activities they can get involved with. They might be involved with the rowing team, the phone-a-thon, a cultural program, or a guest speaker. I control the ads that are placed. Of the things we do with beer sponsors, 72 percent do not include beer because the beer companies want brand consciousness. They're saying, "If you're going to drink, drink our brand." This year we have a real push on alcohol education, but we couldn't get financing anywhere in the university budget. Who gave us dollars to do alcohol education and responsible drinking? The beer sponsors.

Part three: Designs for student development

Task Force on Student Development

A practical approach for an international association

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Introduction

Committed to remaining contemporary and responding to the critical and significant needs of its members, the Association of College Unions-International established the Task Force on Student Development in March 1984. This move by our Association has been supported through the data in the ACU-I self-assessment, individual proposals, Think Tanks, and keynoters. All of these actions have confirmed that there is a strong need to establish a comprehensive practical program in student development that will provide definition, access, research, and education to our colleagues. As we approach the 75th anniversary of the Association, it seems appropriate that this exciting challenge by our profession is accepted.

As a result of lengthy and in-depth discussions, the members of the Task Force on Student Development conceived of the future of student development in ACU-I as a fabric—the careful weaving together of independent, yet very important, threads or themes. The threads represent student development goals for the Association and are established by the Task Force in consideration of the limitations of an international association in responding positively and effectively to student development as an emerging discipline. The Task Force also recognizes that college union and student activities professionals have diverse needs, particularly as facilitators of education in a context of constant transition and change. Finally, this proposal recognizes the very real economic limitations of the Association, yet details the most significant threads which will connect ACU-I to a substantive state-of-the-art program for its members.

The three thematic threads established and proposed by the Task Force on Student Development are:

1. To help the college union and student activities professional gain greater access to student development tools and skills as a practitioner.
2. To increase the extent to which the members of ACU-I see themselves as educators.
3. To promote research and development in student development among the ACU-I membership.

Although ACU-I could address these thematic threads (goals) in a mutually exclusive manner without a strong commitment to each one simultaneously, the quality and effectiveness of our Association's achievements in this vital area would be seriously compromised. The Task Force strongly believes that ACU-I must embrace them all and that, in so doing, our commitment to student development and leadership will be strongly communicated to our membership as well as to other higher education organizations.

Assumptions

The Task Force members' perceptions of the relationship between student development and the college union are reflected in the threads of this proposal. These threads are based on assumptions about the nature of the college union and student activities environment and assumptions about the professionals in our field.

Those college union and student activities environmental assumptions are:

1. The environment has great potential in which students can learn.
2. The environment is in a constant state of transition.
3. The environment is increasingly scrutinized for its accountability in relation to student development.
4. The environment provides an excellent laboratory for assessing student needs.

5. There is inadequate agreement and clarity concerning the college union environmental atmosphere we want to create.

Assumptions regarding professionals in the field are:

1. Student development jargon gets in the way of describing our educational functions in such areas as operations, programming, and administration.
2. There is neither consensus nor widespread acceptance of what an educator or student development specialist is or should be.
3. There is confusion about our role both within the profession and in higher education generally.
4. We need skills to assess and measure our contributions to students and to higher education.
5. Student development is often seen as an end in itself and not as an opportunity to enhance professional skills and effectiveness.
6. There is confusion and apprehension about student development.
7. There is a lot of "either/or" dualism about student development; a professional is either in operations, programs, etc., or is in development, but never both.
8. There is a lack of integration of the profession and education.
9. There is a genuine fear of intentionally applying student development theories.
10. Internal and external forces are not supportive of our potential role as educators.

Definition of student development

Recognizing the diversity of perceptions, priorities, and concerns regarding student development, the Task Force has established a functional definition which responds positively to the identified practitioner and educator of student development in our field and yet is general in nature so that it can be embraced by all professionals in the college union and student activities field.

Student development is an educational process whereby college union and student activities professionals intentionally assist students to acquire, enhance, and integrate change in life competencies. College unions and student activities are educational laboratories that provide the challenge and support needed for this change process to occur.

Recommendations based on thread statements

The Task Force on Student Development has established a series of recommendations for the Executive Committee to consider. They are organized based on the thematic threads presented earlier.

Thread 1: Helping college union and student activities professionals gain greater access to student development tools and skills as practitioners.

Rationale: To the college union and student activities professional, the need to gain access to student development skills in order to augment one's educational role has become increasingly important over the last decade. The creation of a program that provides this educational service would help establish this environment.

1. It is recommended that a video series be established for the ACU-I membership.

This recommendation could be achieved by establishing an ongoing series of student development tapes for ACU-I members, coordinated through the Education Commission. The series should include the following topics: (a) training, developing, and supervising student employees; (b) what our curriculum is and how we teach it; (c) basic research and you; (d) student development and diverse student populations; (e) student development and building operations; (f) student development and your role as adviser/supervisor; and (g) the role of student development in justifying the college union's existence.

To serve as a foundation for this series, three student development sessions at the 1985 annual conference could be taped: "The Great Debate," "Development Approaches to Training and Supervising Students," and "High Touch for the 'High Techie': The Basics of Developmental Theory."

By the 1986 annual conference, the Association could contract a videotape producer and specialists in marketing and student development to make the tapes and produce a handbook on the proper use of the tapes. At least three identified skill-area tapes could be completed by April 1986. The series could be furthered by budgeting the production of student development skill-building tapes in at least two identified topic areas for 1986 and 1987 and by creating an assessment tool to determine annually the effectiveness of using skill-building tapes as a training tool.

2. To establish a stronger educational base in student development within ACU-I as well as to increase service outreach for the Association, it is recommended that the Executive Committee:

- Establish the volunteer position of student development coordinator in each region.
- Require the Student Development Task Force chair to provide a job description of the student development coordinator by November 1985.
- Budget for a summer 1985 workshop/institute for the student development coordinators and ACU-I Leadership Team to orient and train in establishing intentional student development programs on campuses. This program will be taped for educational purposes. (This recommendation is pending grant support.)
- Require each region at its 1986 fall conference to present the training workshop with a standardized evaluation to be used for feedback and assessment.

3. It is recognized that other professional organizations such as ACPA, ACUHO, NACA, and NASPA have similar purposes and commitments to the foundations of student development. Collaboration is therefore essential in keeping abreast of student development trends, maximizing the use of resources, and minimizing cost factors and duplication of efforts. To achieve this necessary interaction, it is recommended that during the December 1984 meeting of national organizations of similar purpose (of which ACU-I will be an active participant), the following questions be explored and discussed:

- Have any needs assessments focusing on the application of programs been conducted by your organization of its membership? Results?
- How has research in student development been developed or encouraged among your membership?
- How have you provided your membership with access to

student development skills? How is it packaged? Which programs are best received?

11. What really happened to the ACPA student development endeavor?
12. What is *intentional student development* as defined by NASPA?

Additional methods of collaboration include establishing a means by which ACU-I can utilize the Clearinghouse on Student Development of NACA by March 1985 and initiating a joint meeting of ACU-I and NACA on mutual professional needs in student development.

Goal and objective update to Thread 1

As of March 1, 1985, the 1985 Conference Planning Committee had made arrangements to produce three student development tapes at the San Diego conference. A budget proposal for the next three years has been submitted in this final report. Feedback from the Task Force was made to President Strong to incorporate the roles of "educator," "practitioner," and "developmentalist" into the Association's standards statement. Some of the suggestions were incorporated into the statement. Correspondence and discussion between the Central Office and the Task Force chair in the computer information service has taken place. The practicality of the service at this point (to ACU-I) has not been substantiated. As a result, this goal has been dropped from our recommendations for the time being. In December 1984, President Strong attended a meeting of national associations where he met with Steve Slagle, executive director of NACA. The meeting was productive. The utilization of the Clearinghouse on Student Development, at this point, may not be advantageous to ACU-I. This should not discourage, however, the pursuit of cosponsored student development ventures.

Thread 2: Increasing the extent to which ACU-I members see themselves as educators.

Rationale: The educational role of the college union and student activities programs has long been recognized in mission statements and professional preparation programs. This role, like the profession itself, is in a continuing state of transition and is characterized by wide diversity. For a significant sense of professional purpose and for a solid framework for planning and evaluation, the educator role in its diversity and its ties to the daily functions of the campus must be understood and embraced. The Task Force on Student Development, therefore, recommends that the following efforts to define and integrate this role and to educate student activities professionals be undertaken.

1. As an early part of the student development tape series, a tape focusing on articulating our educational curriculum should be developed.

   Ideally, this tape and accompanying materials would be suitable for on-campus staff development programs as well as for regional workshops. The tape should be developed by January 1986 so that it may be used in work with regional student development coordinators. By January 1987, all regions should have advertised the availability of the tape and sponsored a regional workshop with this focus.
2. Beginning immediately, the Education Commission should sponsor a series of provocative articles in the *Bulletin* and in other ACU-I publications that address the educational potential of the college union and the difficulties in achieving this potential.

   Specific recommendations include: (a) an introduction to the Task Force on Student Development's work, why it is important, and what to expect; (b) articles on the role of the college union and student activities in creating a positive college environment, promoting student involvement, and meeting the needs of non-traditional students; (c) a specific description of the outcomes of the college union's curriculum; and (d) a point/counterpoint type of article on the virtue of pursuing such goals.
3. The summer 1985 short-term Think Tanks will be designated to meet at the annual conference to define and to update the following terms identified in the ACU-I mission statement: citizenship/social responsibility, leadership, leisure time/personal goals, self-direction, and group effectiveness. This activity would be coordinated with the Executive Committee's member-at-large on standards and ethics.

   A group of persons who will take these definitions and survey the literature for competencies will then be designated from members of the Think Tanks. By April 1986, the definitions, competencies, and identified resources should be gathered and distributed. (This may well establish a model of student development for ACU-I professionals.) By March 1987, measurement instruments for each area should be investigated.
4. Beginning immediately and continuing for the next three years, the Education Commission will assure that each year one of the annual conference keynoters be able to address the significance of the educational role. This should also be part of the regional workshops wherever possible. The Task Force on Student Development will work with the Education Commission and regional coordinators to determine local resources through the Resource Network.
5. Present a workshop at the 1986 annual conference on methods of working cooperatively with faculty in achieving our educational goals.

Goal and objective update to Thread 2

There has been positive movement in the publication aspect of this thread. A series of three articles will appear in the April and June 1985 issues of the *Bulletin*. The theme of these articles is basically the practitioner's method of applying student development theory. The Task Force is quite pleased that Ken Blanchard and Ruth Love are keynoters for the 1985 conference. In fact, all keynoters have strong developmental backgrounds. Finally, the Task Force will be presenting a workshop at the San Diego conference to update its actions and reflect on its future.

Thread 3: To promote research and development in student development.

Rationale: Descriptive and empirical research are central to the college union and student activities profession. Increased research will support our professional image as educators in an academic environment. Sound research is needed to maintain the state of the art, to help us plan effectively for the future, and to give credibility

to the practitioner. The following are the Task Force on Student Development's recommendations on the area of research:

1. To provide grant and subsidy opportunities by winter 1986 to faculty, graduate students, or professionals who submit plans to conduct research (e.g., diverse population needs). This could be coordinated through the resources of the Publications Committee (information), the Research Committee (strategies), and the Executive Committee (finances).
2. To disseminate critical research needs to graduate preparatory programs through the Publications Committee. The Chester A. Berry Scholar Award is one example of this direction. This list of research needs should be developed, approved, and disseminated through appropriate organization channels by summer 1985.
3. To develop, through the Research Committee and the special populations committees, a statement of what research needs they have in the student development area. These reports should be forwarded to the Research Committee and the Education Commission for action by summer 1985.
4. To contact experts in the human development field—initially by letter, followed up by phone—about considering research and consultative possibilities. The following people are recommended: James Rest, Lee Knefelkamp, Arthur Chickering, and Douglas Heath. Twenty percent of these contacts will result in either a collaborative research project or a consultative contact. The Task Force on Student Development should follow up on this recommendation by summer 1985.
5. Finally, it is recommended that by March 1 of each year the chair of the student development body be required to assess and re-evaluate the accomplishments, adjustments, and future directions of said body. It is further recommended that this annual report be submitted to the Executive Committee.

Goal and objective update to Thread 3

At this point, little action in the achievement of objectives has been accomplished. During the 1985 annual conference, it is hoped that the Task Force and Research Committee will have an opportunity for a joint meeting.

Organizational relationship

The Task Force on Student Development realizes the potential service a body on student development can provide ACU-I and also recognizes its need to be as apolitical as possible. Therefore, it is recommended that the Task Force on Student Development become the Student Development Advisory Team. This body would report directly to the Executive Committee. This would be a temporary situation of two or three years. It is recommended in this manner to demonstrate the importance the ACU-I leadership places on the future role of student development in our Association. Once this commitment has been firmly established, the Student Development Advisory Team should then be represented on the Education Commission. The advisory team's primary responsibilities would be to review, advise, recommend, and establish student development activities in the form of programs, issues, or concerns for the Executive Committee and, eventually, the Commission. Its primary goal would be to add to the overall professional betterment of our membership.

The Student Development Advisory Team would work closely with the Education Commission, standing committees, and regional representatives on student development programs and issues. In essence, the Student Development Advisory Team would function as a unique organizational body which is concerned with responding appropriately to the practitioner and educator needs of our membership.

APPENDIX A
Student Development Task Force Budget Proposal and Forecast

Item	1985	Total
Three educational tapes:		
Proposed that these tapes be produced in coordination with the annual conference.		
—Honorarium/production*		$1,500
—Marketing**		250
	Subtotal	$1,750
Annual meeting of Student Development Task Force (in Bloomington)		
—Travel (5 persons)		$2,000
—Lodging (3 nights, chair 2 nights for others)		330
—Meals (4 days chair, 3 days other members)		352
—Materials and supplies		50
	Subtotal	$2,732
Grant proposals: Provided to faculty with philosophical support of student development to conduct research or define student development concerns of ACU-I. Grants would most likely assist a graduate student conducting the research. Should the writing award fall into hard times, its appropriation could substitute for this request.		
	Subtotal	$1,000
	Miscellaneous	250
	1985 Total	$5,732

Item	1986	Total
Three educational tapes:		
Proposed that these tapes be produced in coordination with the annual conference.		
—Honorarium/production*		$1,500
—Marketing**		250
	Subtotal	$1,750
Annual meeting of Student Development Task Force (in Bloomington)		
—Travel (5 persons)		$2,000
—Lodging (3 nights, chair 2 nights for others)		330
—Meals (4 days chair, 3 days other members)		352
—Material and supplies		50
	Subtotal	$2,732
Grant proposals: Provided to faculty with philosophical support of student development to conduct research or define student development concerns of ACU-I. Grants would most likely assist a graduate student conducting the research. Should the writing award fall into hard times, its appropriation could substitute for this request.		
	Subtotal	$1,000
	Miscellaneous	250
	1986 Total	$5,732
Subject to inflationary changes in rates.		

Item	1987	Total
Three educational tapes:		
Proposed that these tapes be produced in coordination with the annual conference.		
—Honorarium/production*		$1,500
—Marketing**		250
	Subtotal	$1,750
Annual meeting of Student Development Task Force (in Bloomington)		
—Travel (5 persons)		$2,000
—Lodging (3 nights, chair 2 nights for others)		330
—Meals (4 days chair, 3 days other members)		352
—Material and supplies		50
	Subtotal	$2,732
Grant proposals: Provided to faculty with philosophical support of student development to conduct research or define student development concerns of ACU-I. Grants would most likely assist a graduate student conducting the research. Should the writing award fall into hard times, its appropriation could substitute for this request.		
	Subtotal	$1,000
	Miscellaneous	250
	1987 Total	$5,732
Total three-year budget proposal:		**$17,196**

**To be used* only *if presenter cannot volunteer services and need is identified by ACU-I. It is also assumeed that the Conference Program Committee would absorb these expenses in its budget.*

***May be incorporated in current marketing plan of the Association for such tapes, manuals, etc.*

APPENDIX B
Job Description of Student Development Advisory Team Chair

General responsibilities

The chair of the Student Development Advisory Team is responsible for coordinating the activities and programs related to student development sponsored by the Association of College Unions-International. The chair, through support of the advisory team, will recommend and initiate student development programs deemed important to the Association. The chair will facilitate meetings of the advisory team and handle all correspondence among its members' standing committees, ACU-I officers, and other professional resources. The chair will work closely with the officers of ACU-I to coordinate or carry out student development directions approved by the Executive Committee. The chair will function as the primary spokesperson of the Student Development Advisory Team.

Examples of specific duties:

1. Chair all meetings of the Student Development Advisory Team.
2. Establish, on an annual basis, goals and objectives for the Advisory Team.
3. Submit an annual budget to the Executive Committee.
4. Submit an end-of-the-year report to the Executive Committee (for review at the annual conference).
5. Work with regional coordinators to assist them with student development needs in their regions.
6. Work closely with ACU-I officers and the standing committees to complement and supplement programs and services that are student development related.
7. Function as an ACU-I primary resource of student development needs and services.
8. Recommend Advisory Team members to the Executive Committee.

High touch for high techies: The basics of developmental theory

Bernie Molitor, University of Minnesota
Richard Melton, University of Minnesota

A fairly dramatic upsurge of interest in human development in general and student development in particular is occurring within ACU-I. Annual ACU-I conference content is a fairly good barometer of what's important to us. Before 1978, probably no more than three or four sessions dealt with human development or student development. This year, 13 or 14 such sessions are scheduled. Assuming conferences such as this one are structured for relevance, clearly something important is happening in our work environments.

Last March, a work group of ACU-I's Commission on Educational Programs and Services presented a proposal on student development to the Executive Committee. In its proposal, the work group stated: "It is important to move forward in a critical and pragmatic fashion recognizing that student development as an emerging discipline in higher education is here. It is also recognized that the basic process of moving from theory to practical application is very difficult, and, at times, complex." Further, the work group set forth a series of goals and objectives which it recommended as a source for further work by a task force.

The Executive Committee accepted the proposal and charged Randy Donant of the University of Massachusetts to form a Task Force on Student Development, which would develop a practical plan of action for moving the Association along with the task of defining the theory and practice of student development within our profession. That proposal has been accepted and is beginning to be implemented at this conference.

The institutional environments in which we work are going through a dramatic period of consolidation and retrenchment occasioned by sharp declines in enrollment and human and financial resources. In short, we are threatened, and our response to this threat is to sharpen our sense of mission and purpose and to advocate and defend more strongly what to us has been self-evident or certainly in no need of defense.

From World War II to about 1975, we were able to get by institutionally with a relatively unarticulated credo; our warm and fuzzy role statements explained us to our campuses. More specifically, we didn't have to *demonstrate* that our programs, services, and facilities contributed to the educational lives of the college and university communities of which we were a part. Nobody was

looking very hard in expansive times. But they are now. All of us live with the onus of proving our worth.

Thus, the hard work of defining our mission and purpose has begun in earnest. Our role statements, distilled to their very essence, say that the development of persons is the overriding purpose of all that we do; yes, even services and facilities and administration are a part of that development. We are now engaged in a necessary process of asserting our mission and place within higher education.

This brings up a serious problem. We all subscribe to the development of persons, as it is lived. But how often have we said or heard: "Theory is baloney" or "I know what I'm doing so don't bother me with theory"? We are seriously hampered by the absence of a theoretical perspective in human development. What academic discipline does not have a model or models that constitute a paradigm or competing paradigms? No discipline would be without one, for it is that theory or school of thought that makes survival and prosperity possible in our environment. We, on the other hand, say that we "do" development, but we can rarely make, explain, or defend the connections between our role statements—in which citizenship, democracy, and self-directed activity are held up as part of our mission—and the actual "life as it is lived" work with students.

To make matters worse, from a practical perspective, human development theory is relatively new and esoteric in the sense that it is from within academia that all the research and exposition has originated. This is perhaps natural, but it represents a problem of *access* for us. So we have an additional task of demystifying developmental theory. We simply do not have the time to become well-steeped in theory. However, development is embedded in the fabric of what we actually do every day with students, employees, and our constituents. We must bridge the gap between theory and practice to be clearer and more deliberate about our mission and its delivery through flesh and blood persons.

History and prehistory

Student development is a contemporary label for an old truth. Dressed in its modern, scientific garb, it has a history of perhaps 25 years. Leaving aside the first edition of Erikson's *Childhood and Society*, published in 1950, or the earliest writings of Piaget, dating from the 1930s and 1940s, student development as a defined discipline, a continuous and coherent project within the areas of psychology and educational theory, might date itself to the 1962 appearance of Nevitt Sanford's influential and seminal work, *The American College*. Following Sanford, many other scholars and researchers began to erect what would become by the late '70s an intellectually imposing, if highly incomplete, structure of inquiry focused on the almost intractable questions: how, why, and in what ways do college students—adults—change, and how does the college environment, formal and informal, affect that process. Some theories concentrated on social and psychological aspects (Chickering, 1969; Erikson, 1963); others, on intellectual and moral development (Perry, 1970; Kohlberg, 1969); still others (Heath, 1968, 1977, 1978), on models of maturation. Attempts to apply these theories to the formal curriculum are only in their infancy, while efforts to use them in the cocurriculum, in college unions and student activities, are still embryonic. There has been a handful of such experiments around the country.

Yet behind all the current theories, research monographs, and fledgling applications, lies a long prehistory, during which the central perspectives and insights of student development were *well-understood by those who cared to look deeply into human* nature or to ponder the purposes of education. That human beings pass through stages, positions, vectors, points, or phases seems to preoccupy the authors of *The Epic of Gilgamesh*, *The Iliad*, and *Pilgrim's Progress*. Educators since Socrates have recognized that education is about movement and change and that it involves the whole person. Romano Guardini (1948) describes the "challenge and support" strategies used by Socrates: "So he provokes his companion, who is secure in his own ignorance, not in order to make a fool of him, but to stir him into *movement*" (p.7) (emphasis added).

Much later, but still nearly 35 years before the first student development theories were advanced, the British philosopher Alfred North Whitehead, in *The Aims of Education* (1929), describes the stages and cycles that constitute the "rhythm of education":

> *I will conclude with two remarks which I wish to make by way of caution in the interpretation of my meaning. The point of this address is the rhythmic character of growth. The interior spiritual life of man is a web of many strands. They do not all grow together by uniform extension. I have tried to illustrate this truth by considering the normal unfolding of the capacities of a child in somewhat favorable circumstances but otherwise with fair average capacities. Perhaps I have misconstrued the usual phenomena. It is very likely that I have so failed, for the evidence is complex and difficult. But do not let any failure in this respect prejudice the main point which I am here to enforce. It is that the development of mentality exhibit itself as a rhythm involving an interweaving of cycles, the whole process being dominated by a greater cycle of the same general character as its minor eddies. Furthermore, this rhythm exhibits certain ascertainable general laws which are valid for most pupils, and the quality of our teaching should be so adapted as to suit the stage in the rhythm to which our pupils have advanced. (p. 39)*

John Dewey, writing "The Need for a Philosophy of Education" in 1934 explicates a view that some 40 years later was described "scientifically" by Banning and Kaiser as the "campus eco-systems or ecological approach" to student development:

> *Even the seed of a plant does not grow simply of itself. It must have light, air, and moisture in order to grow. Its development is after all controlled by conditions and forces that are outside of it. Native inherent forces must interact with those of its surroundings if there is to be life and development. In fact, development, even with a plant, is a matter of the kind of interaction that goes on between itself and the conditions and forces that form its environment. (pp. 4–5)*

One could cite passages from literature, both ancient and modern, from philosophy and classical mythologies. The notion of human development has been around a long time. The concept of education for the "whole person" has its origin in the classical virtues, in the teachings of the Academy and the Lyceum; it finds perhaps its most eloquent expression in the writings of John Cardinal Newman in the last century.

In discussing student development theories and their applica-

tion, we should be reminded of the etymological roots of the word *theory* which means, in its original Greek, *theoria:* "to see, to have a vision of something, to understand." *The word is closely* linked with "seeing" and "perception." Human beings have long "seen" truths that contemporary "theories" attempt to describe and explain. Perhaps understood in this way, student development won't seem so alien, so abstracted from the day-to-day processes of teaching, learning, and living.

The traditional way to relate developmental theory to life is to read about and study the fundamentals of a particular theory and then to move into experiences. We reverse this sequence by offering three role plays, all of which many of us have probably encountered. One of the role plays is highly scripted and the others are descriptive and call for some creative improvisation.

These role plays, while perhaps compressed to make some points, are fairly typical kinds of situations we face every day. Our argument is that these are indeed developmental occasions. (After the role plays were performed, participants broke into small groups and discussed the role plays in relation to the developmental theories of Arthur Chickering and William Perry).

Role play 1: The case of Dick and Carol

A staff adviser and student programming leader are having a weekly planning meeting. The student is apprehensive about the meeting but is attempting to mask her anxiety.

Adviser: Hi Carol, how are you doing?

Student: Just great. I feel really up today.

A: Great! Well, that's a great frame of mind to plan a meeting.

S: Yes, let's do it!

A: OK. What are you hoping to accomplish at Wednesday's meeting?

S: Well, I want to get the budget approved.

A: Fine. Do you support what is being offered?

S: Yes, except for that ridiculous idea for mud wrestling, Bob and Ray's pet program.

A: You don't like it.

S: No, it's stupid and—hey, look at this great joke I found in today's paper. (Reads cartoon.)

A: That's pretty good Carol. Well, where were we?

S: Oh, yes, about the budget approval. If those guys think they can push that idea through my committee, they don't know me very well, do they?

A: What do you mean?

S: I'm no pushover. I've done a good job so far, don't you think?

A: Carol, I have a question. We're looking at two things here. First, there is the issue of the program idea itself, and then there is the interpersonal part involving you and Bob and Ray and their interactions with you. My question is how do you see the content issue and the interpersonal issue?

S: I think the idea itself is lousy. I mean, the idea of mud wrestling on the lawn is a little gross, don't you think?

A: I can think of better uses of student fee money, and . . .

S: Well, hell yes! But Bob and Ray with their clever little jokes will probably persuade the others to do it! They think they are so cutesy; really, they are just not serious people.

A: So there's a real possibility of a conflict here.

S: Yes, for sure. And I'm not giving in. It's my job to see that silly, wasteful things don't happen.

A: Let's slow down a little. You said two things there. You have already chosen how you are going to deal with the conflict, right?

S: Yes, I'm not giving in.

A: And secondly, you see your leadership responsibility here as one of control of program selection.

S: Yes, I guess so.

A: Let's separate those two things for a few minutes, OK?

S: OK, where are you headed? You know, I don't need this kind of stuff. I've got enough problems with classes and my job right now.

A: Yes, let's take a step back and sort through the pieces. I'm thinking first about conflict resolution. Do you remember the materials we handed out at the beginning of the year?

S: Uh, yes, the materials on different ways of resolving conflicts, like avoiding and collaborating and whatever else.

A: Right. In addition to avoidance and collaboration, you can compete, compromise, or accommodate. At present, which choice have you made?

S: To compete I guess. I'm just not giving in.

A: Right. You're determined to win. What are the consequences of this strategy in this situation?

S: It could be rough, but I don't care . . .

A: How could it be rough?

S: Well, they could quit or I could quit or . . .

A: That's pretty heavy stuff over a mud wrestling program, isn't it?

S: Yes, I guess so.

A: Is it worth it? You know Bob and Ray have done a lot of good work this year such as the Health Fest 1985 program.

S: Yes, I must say, they really came through on that one. I wonder why they want to do something so dumb now?

A: I don't know. What else could you do?

S: I could just let it go and approve it.

A: Then what? How are you going to feel then?

S: Lousy.

A: Why?

S: Well, obviously, at least to me, I would feel that I had sold out my principles.

A: Right. That's just not acceptable.

S: So, we're down to collaboration or compromise.

A: Yes. As you probably recall, collaboration is the win/win strategy and compromise is some gain and some loss for all parties.

S: Oh, I don't know. I'm so angry at them I keep going back to just beating them—just winning.

A: I appreciate that, Carol, but I really want you to consider, *long term,* what's best for this organization and for the people involved.

S: I knew you would say that! I guess you have to say it in those terms as an adviser.

A: And as a person. At times such as this, we make choices that reflect our rules and standards. Choices like this one determine the quality of our organization. Let's talk about collaboration as an option. Let me propose that you put yourself in Bob and Ray's place. What would be the fairest approach you could expect?

S: Ouch! This is really difficult. How can I empathize with such a dumb idea?

A: By not judging it, or at least by distinguishing the idea from how you want to be treated.

S: OK, I'll try. Well, I suppose if I were in their position, I would want the idea to get a critical, fair discussion by the committee. I would also want acceptance or rejection of the idea to be connected to some principles or guidelines, not just my personality.

A: I think that's very fair. How would you work this approach into your meeting?

S: By making it an agenda item.

A: Yes, but it's going to need some structure. Remember it's your job to manage the environment and not other people's feelings. So how might you structure it?

S: Well, I could tell them in advance about my objections to the program and what I expect from them at the meeting.

A: What do you expect?

S: That they come prepared to explain the program and its reasons.

A: Its rationale.

S: Right. How it fits in with our purposes.

A: Do you believe that, having thought about the rationale, that it really has no place in our priorities?

S: Yes, given that there are so many other good things that fit with our goal of providing people with programs that connect with "cultivating lifelong leisure pursuits." Mud wrestling just does not fit. I think I'm being fair.

A: So you are prepared for a good thorough hearing and for the proposal to be defeated. What if the committee does not exercise good judgment, in your opinion, and recommends it to the full Program Board?

S: I don't know.

A: I think you do. What appeal process do you have built into the structure?

S: Oh, yes, I would take my case to the Program Board next week and move to delete the program.

A: Sure, then you would get discussion by the larger group, thereby reducing the possibility of one subcommittee making a foolish mistake.

S: Question.

A: Yes?

S: Do I tell the committee of my Plan B?

A: You tell me.

S: Yes, I should tell them because then it's all on the table—no surprises.

A: Right. Also, the possibility that the program idea will go before the full Board may dissuade Bob and Ray from using this idea as a way of getting to you. It's one thing to needle one person, but quite another to take an idea before all the voting leadership of the group.

S: Good deal! It's all settled then. Thanks, I appreciate this.

A: You're welcome, but I'm not sure we've covered another part of this, namely, how you feel about confronting Bob and Ray with this at the meeting, even if we have agreed that your tactics are fair.

S: Damn, I was afraid of this.

A: Really afraid?

S: I meant it as a figure of speech, but yes, I'll admit it, I'm scared to do it. When I imagine the situation, I get really nervous.

A: Have you faced any situations like this before?

S: No, not very often, if at all. For most of this year, we've agreed on program ideas and—oh, how I wish I didn't have to do this.

A: If it's any help, I respect your fear. It means that you're seriously concerned about something that's very important to you.

S: Thanks, but in a way I just wish this sort of thing didn't have to happen.

A: At all?

S: Yes.

A: Maybe there is some other place in a galaxy far far away, but here there's just no avoiding things like this. Besides, how would we improve ourselves if we didn't debate and struggle and learn from each other?

S: So you think this is "normal"?

A: Totally. It's how we deal with it that counts.

S: OK, so back down to earth. So how do I get myself ready for something like this?

A: That depends mostly on your personal need. What do you need to do?

S: I'm not sure. Well, maybe this sounds weird, but I think I need to practice.

A: That's not weird. It could be very helpful to actually say the words you need to say and to feel your jaw move while you talk.

S: A sort of dress rehearsal?

A: Yes, there's no better way to learn how to play a violin than playing it.

S: I'll try it on my roommate; she'll love it.

A: Sure, a role play.

S: I'm late for class. I never got to some other important items today. I didn't think this would take so long, especially if I didn't tell you much about what I was thinking.

A: We're a little behind on some planning issues, but first things first.

S: Let's set another meeting to get on with the easy stuff.

A: Today's "stuff" will be easy for you in no time.

S: Thanks, see you tomorrow at 11?

A: Fine. See you then.

Role play 2: The case of Joyce Ann

Joyce Ann has returned to school after a hiatus of nearly six years. She fits into that category with the somewhat obnoxious label "student older than average." During her six-year absence, she has been married, divorced, and is now the single mother of Kevin, 2, and Mary, 4.

A junior in political science, she wants to go to law school when she graduates. It is necessary for her to work—currently about 30 hours—to support herself and her small family. Her only other source of income is a rather meager allowance from her aging parents, who are relatively well-off but extremely stingy. She continues to have difficulties with them, especially concerning her now-dissolved marriage, against which they advised. They don't seem able to forgive her for that mistake.

When she sees an opening for a job as an art installation technician in the College Union Gallery, she feels immediately that it's just what she's looking for in a campus job. (She also works about 10 to 12 hours off-campus as a bank teller.) Art was her first college major, and it continues to be an abiding avocational interest.

Upon entering her new employment, Joyce Ann finds herself in increasingly serious conflict with another student employee, a

young man whom she regards as exceedingly immature and extremely misguided. Their discussions about atheism (he is an atheist; she is very devout) are quite upsetting to her. Religion has been one of the stable points in her otherwise traumatic life, and she feels that his attitudes and values are totally unacceptable. She is particularly bothered by the cynicism of this really quite inexperienced person. She has allowed these differences of opinion to affect their working relationship and has tried to find every occasion to discover imperfections in his performance.

You, her supervisor, have been engaged in a series of discussions with her about all of this. Now, today, she is in your office with complaints about her young colleague. She claims that he has not been carrying his weight in the weekend installations, that he is too slow, doesn't yet know all the procedures, and so on. You have spoken to other employees and to the installation supervisor. They feel that she has impossibly high standards and that she has allowed her religious views to influence her judgments. She is an excellent worker; but so is the young man.

What do you do? What do you say? Where is Joyce Ann developmentally? What is your developmental approach to this problem?

Role play 3: The case of Jim

Jim is a sophomore majoring in pre-architecture. He has, despite his lack of preparation for the role, just been named as president of the Union Governing Board. His only previous experience in a leadership position has been as vice president of the Dorm Hall Council. Jim is very much aware of his inexperience, but it is very important to him to appear capable and on top of things. In his Board meetings, he often speaks with very little or no eye contact with the members, and often makes decisions unilaterally without actually testing or checking for Board approval or consensus. He has tried hard to ingratiate himself with the "old boys' network" on the Board, a group of about four veteran members, all white males, who more or less ride herd over the newer, less experienced members, three of whom are women. As Jim's adviser, you can clearly perceive that Jim has allowed himself to be controlled and, in some instances, manipulated by the veteran members. Jim also seems very unsettled when challenged by you or any of the Board members.

The issue before the Board right now is whether the Union will carry *Playboy* and *Penthouse* in its magazine shop. The veteran members are strongly in favor of continuing to do so; the new members, who do not really have a voice yet, are opposed. You are in an advisory meeting with Jim and are planning the format of the next meeting, which will be devoted entirely to the discussion of the *Playboy/Penthouse* issue. Jim has no real opinion of his own on the issue, but is afraid of offending the veterans. Where is Jim developmentally? What do you do in the meeting with Jim?

Conclusion

Developmental work is readily at hand in what we do from day to day, and this developmental work is accessible to us. So what's the big deal?

Assuming that it's there and that it's accessible, there are payoffs at several levels:

1. It enables us to be more conscious and deliberate in meeting the needs of the people we work with and for, our student volunteers and employees. We have more to offer in the way of a significant educational experience by focusing more deliberately on development.
2. The theme of the growth and development of persons enables us to translate our role statements to the real world, thus giving us leverage within our communities to demonstrate that what we do is a vital part of the mission of our institutions.
3. A developmental focus provides a stimulus for professional staff to enhance and increase their skills and to remind us that growth and development is not only for students.

An increased and sharper focus on student development is vital to us because it is central to our mission, it demonstrates an authentic and valuable role within higher education, and it provides a stimulus for us as professionals to make the most of our potential.

We waste a great deal of opportunity. Most of what we do is training, but often we don't even connect the training skills with developmental life tasks or with what skill development means in the real world. It is there, right before us, but we don't have shared language and meanings that bring cohesiveness and growth to a profession.

Most of us believe that what we do and what we have to offer students in the cocurriculum is more than what they could get as front-line employees at Burger King. But until we have an informed perspective that feeds our practice, and a practice that feeds the theory, we just can't do a whole lot more to live our mission in exciting ways that would offer students a unique educational opportunity. And the tools are there. In the past 15 years a plethora of stimulating theories articulated by Heath, Perry, Kohlberg, Chickering, White, and others have provided us with the raw materials for doing good developmental work.

I'm very hopeful our environments will continue to press us to be creative and innovative. Our profession attracts a wonderful diversity of persons and expertise.

Take the ACU-I Role Statement off the wall and begin defining your curriculum in ways that bring the statement to life. Talk about what you teach, what you want to teach, and connect that curriculum and our intentions with the students with whom you work.

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Promoting student development through a mentoring/transcript program

Thomas J. Cosgrove, University of San Diego

The student development transcript program is an effort to help students become more intentional when choosing extracurricular and cocurricular activities. As originally conceived by R.D. Brown at the University of Nebraska, the program contains three elements:

1. An assessment process whereby students indicate those areas they want to develop as a part of their college experience and wherein they assess their skills in a variety of areas.
2. A mentoring component wherein volunteer faculty and staff persons act as resources to students in areas of college life outside of their academic classes.
3. The transcript itself, which is a record of participation in extracurricular activities, outside employment, and honors received.

The first two elements are efforts at helping students achieve a sense of direction throughout the college years. The transcript itself is designed to be of practical use to students as they approach graduation and as they face the task of resume writing and employment interviewing. In most institutions with transcript programs, the student has the option of requesting that a copy of the student development transcript be sent to prospective employers or graduate schools.

Survey research

A national survey conducted by Brown, Citrin, Pflum, and Preston (1978) indicated that nearly two-thirds of the student affairs officers surveyed and more than half of the academic officers and registrars surveyed believed that a developmental transcript could be a worthwhile addition to post-secondary education. In an institutional study conducted in 1979 (Brown, Baier, Baack, Wright, & Sanstead), students and parents surveyed also endorsed the idea. To test the usefulness of a student development transcript to prospective employers, a third national survey was undertaken in the spring of 1980 to seek information from employers regarding the value they would place on a cocurricular transcript as they reviewed potential candidates for positions (Bryan, Mann, Nelson, & North, 1981). A student resume with cocurricular activities listed in a section labeled "School Honors, Professional Societies, and other School Activities," a cocurricular transcript with activities listed by categories, and a three-page questionnaire were sent to 498 employers. The results indicated that only 28 percent of the employers rated the currently used resume as presenting the job applicants' cocurricular activities very well or quite well. Seventy-one percent "definitely wanted included or preferred to have included the cocurricular transcript as part of a job applicant's application."

Student development transcript programs

Brown's idea caught on—so much, that since 1978 no fewer than 25 colleges and universities throughout the country have established, under a variety of names, student development transcript programs. During the spring of 1980, a Mentoring Transcript Clearinghouse was established at the University of Nebraska–Lincoln for the purpose of gathering and distributing project descriptions and establishing a network of contact persons. In 1983 the Clearinghouse was moved to the National Association for Campus Activities national office, where it is currently housed.

Of the project descriptions received by the Clearinghouse, 12 institutions have programs or projects containing all three elements

as described by Brown: assessment, mentoring, and transcript. Three other institutions responding to the Clearinghouse (the University of Wisconsin–Madison; the University of California, Los Angeles; and Canisius College, Buffalo, N.Y.) have established mentoring programs on their campuses but not in connection with a transcript program. Nine other institutions have focused solely on the practical value to students of the student development transcript for the presentation of credentials to prospective employers and graduate schools. These institutions have created cocurricular/developmental transcripts or logs for the student or institution to record involvement in an activity or demonstration of competency in various developmental areas. Project descriptions of each of these programs are now available from the NACA national office upon request.

Assumptions about student development transcript programs

The following are some of the assumptions that lead colleges and universities to commit economic and personnel resources to transcript programs:

- The program would develop greater awareness of developmental goals among students.
- The program would help students become more intentional in their choices of extracurricular involvement.
- In providing information to college students about developmental opportunities available to them, the program would promote in students a more positive attitude toward the university.
- The program would improve the retention of students.
- The program would improve faculty/student relations.
- The program would increase the participation of students in growth-producing activities.

However, as is the case with many student development programs initiated at colleges and universities in the past 10 years, none of these effects had been researched. Despite the popularity of student development transcript programs, no experimental study had been conducted to determine if, in fact, the program did promote intentional student development and did positively affect students' overall perceptions of the university environment.

An experimental study

In the fall of 1982, the Office of Student Affairs at the University of San Diego initiated a pilot program to evaluate systematically the effects on freshmen of their participation in a mentoring/transcript program. The project included all three elements conceived by Brown. For assessment purposes, the *College Student Development Self-Assessment Survey*, developed by Brown at the University of Nebraska, was utilized. Mentors included faculty members, administrators, and student affairs professional staff members. A transcript format was developed based on Chickering's vectors of development and actual programs and activities available to students at the university. An experimental design was employed measuring differences between experimental and control groups on five dependent variables: (1) use of campus services, (2) satisfaction with campus services, (3) satisfaction with the overall university environment, (4) participation in extracurricular activities, and (5) change in students' levels of confidence or competence in 10 developmental areas. Subgroups within both experimental and control groups were also compared to determine if there were any significant differences in the effects of the program upon resident vs. commuter students; male vs. female; students of high, average, and low academic ability; and students mentored by faculty members vs. students mentored by administrators or professional staff members.

Results

Some of the major findings of the study follow:

- No significant differences were found between participants and non-participants in their use of or satisfaction with various campus services.
- Participating students did show significantly higher positive attitudes toward the university environment as compared to non-participants. Moreover, their measured levels of satisfaction with the university environment were at the *very high* end of the satisfaction scale.
- Participating students showed heightened awareness of developmental opportunities available to them at the university and demonstrated more confidence in their abilities to set and achieve goals.
- Participating students demonstrated increased confidence in their own ability to solve problems and make decisions regarding various aspects of university life.
- While participating students did take part slightly more than non-participants in extracurricular activities, the differences measured were not significant.
- No significant differences were found in the effects of the program upon residents vs. commuters, males vs. females, or students mentored by faculty vs. students mentored by administrators or staff members. That is, *similar positive effects were reported by nearly all of the students involved.*
- There was evidence of a slightly higher positive effect of the program upon students of high academic ability as compared to students of average or low academic ability.
- Students reported that as a direct result of participating in the program they had experienced growth (85 percent), increased awareness (76 percent), and improved their level of confidence or competence (77 percent) in an average of two to three developmental areas.
- Students perceived mentors to be very helpful to them, and their specific perceptions of the roles mentors played in their lives matched very closely the mentors' own perceptions of that role.
- Mentors generally reported that they had enjoyed the experience and expressed that, as a result of the experience, they had come to a better understanding of students and their concerns.
- Students, faculty, administration, and staff viewed the student development transcript as a useful and practical instrument.

Conclusions

The study affirmed many of the assumptions upon which student development mentoring/transcript programs across the United States have been established.

1. The fact that of the 10 developmental areas measured the ones in which students demonstrated significant positive change were in the areas of goal setting, decision making, and problem solving, means that the program achieved the purpose for which it was designed. The program worked.
2. The fact that participation in the program resulted in significantly more positive attitudes toward the university envi-

ronment has important implications for the retention of students.

3. The fact that mentors of varying status were seemingly equally effective with students opens up the possibility of a large pool of potential mentors in the university setting.
4. The fact that the positive effects found were the result of an average of only three meetings of mentor and student during the course of the academic year suggests that the program can be conducted without placing unreasonable demands on faculty and staff.
5. The overall conclusion was that the student development mentoring/transcript program can be a valuable addition to post-secondary education.

Future developments

As a result of these findings, the University of San Diego plans to continue and expand its student development mentoring/transcript program. The four-year plan for that program is outlined as follows:

Freshman year
Semester 1: Mentoring program—Information focus.
Semester 2: Mentoring program—Goal setting focus.
Initiate Student Development Transcript file—April.
Sophomore year
Semester 1: Update transcript at end of fall semester.
Semester 2: Update transcript at end of spring semester.
Junior year
Attend workshop on translating listings on student development transcript on job skills in preparation for resume writing and employment interviews.
Official student development transcript prepared.
Senior year
Student development transcript sent to graduate schools and employers upon request.
Employment and graduate school interviews.

In the fall of 1984, the University of San Diego initiated the second phase of its student development mentoring/transcript program, this time using seniors as mentors to freshmen. The effects of this program will be measured and compared to the effects upon students who participated in the pilot program which used faculty and staff as mentors. If the results are equally positive, then the possibility exists for extending the opportunity for participation in the program to a much larger population of students.

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Creating the teachable moment in the union setting

James W. Lyons, Stanford University

Processionary caterpillars

Processionary caterpillars feed upon pine needles. They move through the trees in a long procession, one leading and the others following—each with his eyes half closed and his head snugly fitted against the rear extremity of his predecessor.

A great French naturalist, after patiently experimenting with a group of the caterpillars, finally enticed them to the rim of a large flower pot where he succeeded in getting the first one connected up with the last one, thus forming a complete circle, which started moving around in a procession, which had neither beginning nor end.

The naturalist expected that after a while they would catch on to the joke, get tired of their useless march, and start off in some new direction. But not so. Through sheer force of habit, the living, creeping circle kept moving around the rim of the pot—around and around, keeping the same relentless pace for seven days and seven nights—and would doubtless have continued longer had it not been for sheer exhaustion and ultimate starvation.

Incidentally, an ample supply of food was close at hand and plainly visible, but it was outside the range of the circle so they continued along the beaten path. They were following instinct, habit, custom, tradition, precedent, past experience or whatever you may choose to call it. But they were following blindly.

They mistook activity for accomplishment. They meant well, but they got no place.

Or as one of my former teachers said, "They just spent the day nailing Jell-O to trees."

Teaching

What is accomplishment? Let me build a context around that question. What is it that is distinctive about the nature of college union professionals? First, college union professionals are managers. Some are technicians, and some are leaders. I think you all know the difference between managers and technicians on the one hand and leaders on the other. Managers are those who do things right; leaders, of course, make sure that the right things get done. In any event, all of us in this field are managers or leaders. We have to be; you can't have a food service, you can't run a student activities office, you can't manage all that and lead a college union without being a manager or a leader. There, unfortunately, is where some stop. That is unfortunate because in addition to those things, you all have to be teachers, too. And therein lies the distinction between a college union operator and someone who operates a downtown recreation center. You might say, "Oh, hell, there he goes, big words again. Makes us feel good to call us teachers as well as managers, and so forth." Not so.

The fact is there are certain things that we teach. Let me review some of them just to prove to you that that's what we do. Let's break them into two categories, values and skills. You might say why would we teach values? We're supposed to be neutral on such things. We're not. Do we teach openness and decision-making? Do we teach respect for individual differences? Do we teach about the dignity of the individual? Do we teach in a number of different ways the value and the appreciation of good literature, of good music, of art and other expressions of the human condition? Do we teach personal accountability for one's actions? Do we teach the importance of the freedom of association? Do we teach that a work environment marked by trust is a rare and precious thing as contrasted with a work environment marked by mistrust?

What about skills? Do we teach those, too? Do we teach how to run a meeting? Do we teach how to use information when making decisions? Do we teach how to motivate others, how to manage others, how best to relate to organizations, peers, and leaders and followers? Or better yet, the relationship between the person and the role? Do we teach what it means to be responsible or otherwise? Do we teach how to communicate effectively? Do we teach how to distinguish between the important and the not-so-important? Do we teach technical skills, such things as knowing how to price an item in a store?

I think we do teach those things and I think we ought to be mindful that we do and that we ought to.

How, then, do we teach those things if in fact we teach them? We teach them two ways. The first is by example. Could there possibly be anybody in this room who says that an environment does not send powerful signals and messages? We operate on the assumption that the environment itself suddenly sends signals about what it is that an institution and professional staff value. We teach by example. What kind of art do we have up? Do we have a music listening room? We teach by example. We teach by how we manage each other. We teach by the kind of rules we do or do not have that creates a condition of trust or exhibits an assumption of it. We teach by how we run meetings.

Another way we teach is recognizing the so-called human condition, the foible of the moment, the jams that we all get ourselves into. How do we capitalize on that teachable moment? Our work, no matter what kind it is, day in and day out offers us ample opportunity to seize some situation, usually some glitch, and make something of it; to say, "Here's somebody who's backed into a hole. Can we not only refill the hole, but also teach the person how not to get there again."

Maybe we can keep in mind the notion of a good teacher. Lao-tse, the Chinese philosopher who lived at the same time as Confucius, but of a different persuasion, had a little saying on leadership:

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him.
"Fail to honor people,
They fail to honor you;"
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will say, "We did this ourselves."

The case of the unseen glitches

This was Herb Sawyer's junior year at Bayton University, and it looked to be a good one. He had a good course plan for the year, was comfortably housed in the Eta Pi house, and was looking forward to the challenge of putting Big Game Weekend together.

Bayton is a modest size university of approximately 10,000 students. Admissions is highly selective; in fact, Bayton could easily be bigger as the number of qualified applicants for the 7,500 undergraduate slots is easily three times the number they admit. The students and the faculty (especially the latter) take great pride in the fact that admission is highly competitive; it makes Bayton one of the sought after elite universities. And that, of course, gives them considerable satisfaction.

Bayton is also a residential campus. There are nearly 75 different houses (organized residential units) ranging from cooperatives, fraternities and sororities, to academic theme houses. All freshmen are required to live on campus. About 80 percent of the upperclass students live on campus.

The fiercely loyal alumni are also proud of their academically prestigious alma mater; the more so because Bayton is big in sports, too. Alumni regularly follow the fortunes of Bayton's football team who, although generally happy with a 50 percent winning season, occasionally knocks off one of the league's big-time nationally ranked teams. That happens just enough to keep alumni coming to the "Big Game"—the last game of the season and always against the four-times larger rival, Valley State University. Alumni always come in droves, and when the game is a home game, it is also Homecoming for Bayton.

Big Game is something special. The area press always gives big coverage to the game and to the week-long festivities and high

jinks that precede it. The alumni, of course, relive yesteryear during all of this. And being alumni of Bayton, they are accustomed to things going right.

The task of coordinating the many activities of Big Game Week always falls to the Bayton Union staff. They usually get things started, provide a common calendar and format, and advise the several organizations sponsoring key programs. The campus drama group (Rams Head) always does the Big Game Show—a student-written musical that usually fills the big auditorium for four performances. The Varsity Boosters fill the week with pranks and ceremonies, always at the expense of Valley State. Housing units build floats and decorate their front lawns. There are special dinners, special issues of the paper, and general craziness by the end of the week. That's when the traditional big party and dance occurs, the work of the Interfraternity Council. As the last event before game day, it is attended by students, Valley Staters, and even some recent alumni.

Last year Herb represented his house on the Interfraternity Council. While it met every other week or so, it didn't really do very much until the spring rush season loomed large. That's when Herb volunteered to help organize the Aqua Follies. Held on Tarbell Lake on the campus, the Aqua Follies was the IFC's showcase event. His committee assignment was to get the Coast Guard to do its usual helicopter rescue demonstration on the Lake. As they had done this for several years, they expected his call when it came. All they needed to know was the time they should fly in. Herb had that information, gave them the time, and told his chairman that all was well; his part of the event was, he said, "Well in hand." And it came off perfectly.

Encouraged by his success last spring, Herb volunteered again—this time to help with the IFC Big Game Weekend festivities. His offer was taken, and to his surprise and pleasure, he was named chairman of the event.

During the summer, he wrote to last year's chairman and got some advice about how it all worked. Herb's outline of the job indicated the need to get a budget from the Union, to organize the fireworks display and rally at the empty Tarbell Lake lakebed (it was drained in the summer and fall), and get music and beer for the Mega-Kegger in the afternoon. And, of course, all of that had to be publicized and coordinated with the other events of the week.

Early during the fall quarter, at the first IFC meeting, Herb announced that he was beginning to get Big Game things going, even though it was many, many weeks away. Interested members should let him know if they wanted to serve on the committee. There were no takers at the meeting—indeed, none before the next meeting. At the second meeting, he asked for interested members to stay behind; he would make the initial steering committee assignments.

Four IFC members, plus Herb's roommate who had agreed to help as well, stayed behind. Once he had established that everyone there had attended at least one past Big Game Weekend and knew the routine, he made his assignments. George had publicity. Pete had the rally and fireworks display. Bruce (his roommate) would do the Mega-Kegger. Ernie, who was an economics major, would handle the budget and all financial arrangements. John, along with Herb, would keep other groups in touch with their plans. Thus, their plan was hatched.

Jim McCracken, the Union's program coordinator who worked with the IFC, attended the meeting. He was impressed that Herb had sorted out the tasks during the summer and that he had made assignments so early in the year. As he told one of his colleagues later, "For once that gang may get its act together; they have already begun their planning and organizing." Even so, at the meeting he offered his help by saying, at the very end, "I know something about how such events are planned, and I know my way around the University—whom to see about what, etc. You all know where my office is and please come or call if I can help." McCracken knew Herb pretty well, and knew the committee members by name. But as he was later to learn, he didn't know them well enough.

As the Big Game drew near, the troubles began to unfold all too rapidly.

- McCracken saw a large display ad in the campus newspaper which, among other things, said that 45 of the 80 kegs had been donated by Coors. It was late morning of the day of the ad when a Coors executive in Denver (and a Bayton alumnus, he said) called to express much concern over the ad. There had been no such agreement to provide 45 free kegs, he said. There had been only a preliminary conversation followed by a promise by the student who contacted him to get back later to firm things up.
- Vicki Silver of the Public Events Office called McCracken to report that she had heard "via the grapevine that the IFC had contracted for four bands to play before the rally." And was it true that the rally was actually scheduled in the Academic Quad? Had the IFC been told that rallies like this are not scheduled there and that rock bands are not allowed to play there? And, no matter where they were playing, who was making the arrangements for the stage, lighting, and audio setups? Vicki said, "No arrangements have been made with us and our labor contract will make it impossible for us to schedule any more overtime work during the next 10 days."
- McCracken called Herb to ask about the bands and the arrangements. "Yeah, we got the bands," Herb said. "They are absolutely fantastic and I hope we can work them in without much of a glitch; there's only one hour for that." And the arrangements? "Gee, I'm not exactly sure about that since our group hasn't really met for the past two weeks, but I think Pete was talking about the Academic Quad. The acoustics there should be really neat."
- McCracken began to wonder about how solid other plans were and called Herb on the weekend before Big Game. Had anyone contacted the police and fire departments to arrange for security at the rally and fireworks display? "No." Are there plans to serve that "equally attractive alternative?" "No." (Bayton's policy requires that an equally attractive alternative beverage be served whenever alcoholic beverages are served.) Has an account been established with the Student Organizations Fund to assure payment of your bills? "No."
- And what McCracken had feared might happen, did happen. On Monday at 11:30 a.m., just after the president's staff meeting, the dean called the union director who then called McCracken to say: "Just about everyone at the President's staff meeting was in a major stew over what they know (and don't know) about the plans for this weekend. Just what in hell is happening and what are you doing about it?"

Conclusion

Does this case draw the difference between our obligations to produce when they're in competition with our obligations to teach?

Maybe the so-called contradiction between producing and coming out with good results is not totally different from teaching along the way. Maybe the message of this is how it's done. Somehow along the way nobody taught these students to do that. The point once again is that as we work with each other in our staff, it's useful to think in the context of teaching. What are those things, those skills, those values that ought to be known that pull off a complex activity? The boundary may well be between doing and teaching.

Planning format to encourage cocurricular activities

Ray Moody, Guilford Technical Community College

How many times have you heard the following comments?

- All those student activities people do is plan parties!
- The student activities program is not relevant to the educational process on this campus.
- Why should I, as an instructor, support the activities program? What does the activities program do for me or my students?
- The activities program serves only a small number of student needs.
- The activities program is a waste of money.

The list of negative comments goes on and on. Unfortunately, it doesn't matter how good your program is. Without the support of academic areas, student participation and acceptance of your activities will likely be severely limited.

For many years I have realized that the success of student activities depends on how much the total campus community supports this area. Trying to get student leaders and student committees to think and plan with the idea of how a particular program or activity fits into the educational process was difficult. Student leaders were eager for some type of planning tool that could help them develop activities that would involve the campus as a whole or selected target groups that are often left out of the activities program.

Four basic components of the activities program had to be considered when developing a planning instrument for student leaders: institutional support services, community involvement, student leadership development, and social activities.

With these components in mind, and with student, faculty, and staff input, the program tool began to take shape. It was decided that the planning format should be simple and should allow for a follow-up evaluation of the event and for profile information on the participants. These two areas were important indicators of whether the overall program was meeting the needs of a broad cross-section of the campus.

The Planning Format was developed, and all campus groups reviewed it for changes and recommendations. After approval by the student legislative body, the activities staff began to conduct workshops on the proper use of the instrument. Most groups were eager for assistance, and today the Planning Format is required for all major campus programs.

For each proposed program, the Planning Format asks programmers to list:

- possible related academic areas.
- special student groups with interest in the program area.
- community groups that may be interested.
- possible locations for the event.
- groups willing to sponsor the event.
- possible dates.
- possible times.

It also specifies the cost of the event and the amount of funds available for publicity (See Appendix A for sample Planning Format and Checklist Form.)

The results so far have shown that the student programming board has become more sensitive to academic needs and interests and to community interest groups. Students find that this tool helps them by identifying groups willing to cosponsor campus activities. Other results have included:

- Greater support of the activities program by academic areas. Faculty and staff are bringing programming needs and ideas to the student leaders.
- Increased faculty support of activities by encouraging classes to attend.
- A larger pool of student workers for events. Faculty from various academic areas encourage their students to help plan activities relating to their academic interests.
- Good feelings toward the Student Activities Program which carry over into social activities such as dances, coffeehouses, etc.
- A larger pool of interested student leaders. "If my sociology teacher says get involved, it must be the right thing to do."
- A concrete evaluation tool for various activities programs. (See Appendix B.)
- A profile sheet on participants. Are we mainly serving our 18- to 22-year-old male Caucasian students rather than developing programs that meet the needs of a diverse student population?

APPENDIX A
Sample Planning Format

I. Name of proposed programs: Reptile World

II. Possible academic areas relating to this program

1. Nursing
2. Emergency Medical
3. Commercial Art
   a. Drawing
   b. Photography
4. English
   a. Technical Report Writing
   b. Composition
5. Public Speaking
6. Biology classes
7. Child care

III. Community groups that may be interested in attending this program

1. Local Scouts
2. National Science Center
3. Selected schools
4. Senior citizens
5. Children of alumni
6. Children of commuting students

IV. Possible locations for this event

1. Cafeteria
2. Student Union, first level
3. Auditorium
4. Outdoors Quad area

V. Groups willing to sponsor this event

1. Advertising Club
2. Outdoor Club
3. Science Club
4. EMS Club

VI. Possible dates

1. Jan. 10, 1984
2. Jan. 25, 1984

VII. Possible times

1. Noon–1 p.m. and 7:30–8:30 p.m.
2. 10:30–11:30 a.m. and 2:30–3:30 p.m.

VIII. Cost of event: _____

IX. Funds available for publicity: _____

APPENDIX B
Follow-up evaluation and participants profile

I. Age groups	%
18–22	_____
23–30	_____
31–40	_____
41–up	_____

II. Race	%
	_____
	_____
	_____

III. Sex	%
Female	_____
Male	_____

IV. Student classification	%
Day commuter	_____
Evening commuter	_____
Residential	_____

V. Overall evaluation of program	%
Excellent	_____
Above average	_____
Average	_____
Poor	_____

Check List Form

Type of event: _____ **Location:** _____ **Date & time:** _____

Group to perform:	**Taken care of**	**Needs attention**	**Person in charge**
Contract signed & returned			
P.O. # or check received			
Wage agreement: $			
Publicity			
Food			
Beverage			
Change money			
Sound system needs:			
Lighting needs:			
Staging needs:			
Clean-up needs:			
Security needs:			
Invitations for faculty/staff			
Misc. needs:			

Name of SGA person in charge of arrangements for event: _____

Think Tank

Student development through outdoor/adventure programming

This article represents a concentrated effort by each Think Tank member, both before and during the San Diego conference. The topic, "Student Development Through Outdoor/Adventure Programming," was divided into six areas of concentration and each panelist prepared a preconference position paper for a particular subtopic. While in San Diego, the Think Tank discussed each of the position papers. Consensus positions were generated and are represented here as recommendations to Association members presently involved with, or anticipating involvement with, outdoor programs. There was a consensus among the panel that the Think Tank was an extremely valuable process to be involved in—for some, their best professional experience at the annual conference. The topic of Outdoor/Adventure Programming and the Think Tank format are particularly motivating and should be included in future annual conferences.

Synopsis of developmental theory

Rod Neubert, California Polytechnic State University

The Think Tank examined some basic developmental principles, models, and theories in an effort to arrive at a consensus description of student development. This consensus was used as a foundation from which to approach the concept of student development and the contribution outdoor/adventure programming can make to it.

College student development

Students are suddenly faced with new social, emotional, cultural, and intellectual challenges and may feel overwhelmed, afraid, and isolated. During the college years, the three dimensions of change are:

1. Cognitive development (i.e., changes in style of thinking, creative expression, and aesthetic sensitivity).
2. Social development (i.e., changes in interpersonal relationships and cultural beliefs).
3. Development of a self-system (i.e., intrapsychic changes in moral reasoning, values, identity, and ego).

Human development

Human development refers to knowledge, conditions, and processes that contribute to the growth, development, and fulfillment of the individual throughout life as a realized person and an effective, productive citizen, which also contributes to the growth and development of a democratic society. There are four categories of developmental theories:

- Behavioral: In stimulus response learning, individuals are reactive rather than proactive in dealing with the world.
- Structural/adaptive: Individual plays a significant role in structuring, selecting, and organizing stimulus perception and in formulating adaptive responses. Person is proactive in working through developmental stages and tasks.
- Psychosocial/psychoanalytic: Development occurs in stages having discrete psychological characteristics and requirements. Basic conflicts initiate the need to resolve the developmental task.
- Descriptive: Key issues or themes dominate a particular segment of life span. Development is progressing normally when person confronts theme within an expected time frame (i.e., "becoming independent from parents").

Student development

The 1985 ACU-I Task Force on Student Development defined student development as "an educational process whereby college unions and student activities professionals intentionally assist students to acquire, enhance, and integrate changes in life competencies. College unions and student activities are educational laboratories providing challenge and support for this process to occur." The following are four prevalent theories and models of student development:

- The Wellness Model (Opatz, 1985): Holistic integration to complete the whole person (intellectual, emotional, physical, social, spiritual).
- Seven-Dimensional Model (Drum, 1977): Cognitive structures, aesthetic development, identity formation, physical self, moral reasoning, interpersonal relations, social perspectives.
- Maslow's Hierarchy of Needs (Maslow, 1954): Psychological needs, safety needs, belonging and love needs, esteem needs, fulfillment needs.
- Arthur Chickering (1969): Developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity.

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Experiential learning and outdoor programs: An exploration of goals and directions

Bill Proudman, Bloomsburg University

For more and more institutions of higher education, outdoor experiential programs are providing a laboratory to help students better understand and utilize their potential. Experiential learning involves and immerses the student in the learning process. Teachers are no longer information givers but rather facilitators who stress student-centered as opposed to teacher-centered learning. Students involved in the experiential process take an active rather than a passive role.

In addition, experiential learning opportunities can become the basis for applying ideas and actions to the broader community. Compassion and understanding take on new meanings. We are not interested in experience just for the sake of experience. The learner's ability to transfer information and understanding is a powerful tool leading toward greater self-responsibility and community involvement.

Rather than being a set of specific activities, the experiential approach is a process that can be employed in numerous settings: traditional classrooms, local businesses, inner-city social agencies, remote mountaintops, or the college union. The use of the outdoors in the experiential process is only one of many possibilities.

Outdoor programs are viable vehicles leading toward the attainment of student development goals. However, on many campuses they are viewed only as extracurricular recreational outlets. Outdoor programs have largely been responsible for creating this misleading perception by not being interdisciplinary or multidimensional in their approaches. Outdoor programs have remained as separate entities on most college campuses. Now is the time to draw closer to the mainstream of higher education.

This mainstream consists of the various arms and branches of an institution. Often the labels are academic affairs, administration, and student life. In addition, universities have both internal and external obligations. Institutions have an impact not only on the students they serve but on their local communities as well. More and more universities are making conscious efforts to provide regional services or "outreach" programs.

Outdoor educators need to identify segments of the university and work in concert with them if they truly intend to affect the university community and develop the student. The possibilities are endless:

- Academic classes.

  Using group problem-solving initiatives with a business management class; offering extended Outward Bound-type courses for purposes of creative writing in an English composition class.
- Continuing education/extended programs.

  Offering public courses on risk taking, leadership, problem solving, and personal growth through an outdoor experiential format.
- Special student groups (non-traditionals, minorities, fraternities and sororities, athletics, etc).

  Promoting team building, communication, and increased compassion and understanding through group-oriented outdoor experiences.
- Faculty/staff development.

  Offering faculty renewal, teaching styles seminars, and staff team building and communication workshops to improve job performance, productivity, and morale.
- Other student life departments (Residence Life, Counseling, Career Development, etc).

  Residence Life can develop a resident advising training problem using an Outward Bound type format. Counseling can organize a Women's Running Support Group and run assertiveness workshops utilizing a ropes course. Career Development can use rock climbing experiences to promote goal setting and decision making.
- New student orientation.

  Providing student-led wilderness challenge courses that help ease transition to the college environment, build self-confidence, and create a peer support group.

In the past few years, the educational community has been bombarded by a flurry of studies, reports, and commissions taking stock of the current educational system in the United States. Although each report has addressed different levels of education, all have cited similar problems and concerns.

In 1983, the National Commission on Excellence in Education published its report, "A Nation at Risk." The report claimed that individuals must assume responsibility for their own learning and that education is important not only for fulfilling career goals, but also for enhancing the quality of life for individuals and ultimately for society ("Nation at Risk," 1984, p. 7).

Similarly the Report of the Study Group on Conditions of Excellence in American Higher Education concluded that "the college curriculum has become excessively vocational in its orientation." This report also said that higher education must include opportunities for the development of student growth leading toward self-confidence, empathy, social responsibility, and leadership ("Text of New Report," 1984, p. 36).

Recently, the Association for Experiential Education, the Council for the Advancement of Experiential Learning, and the National Society for Internships in Experiential Education have all recommended that change take place now. "A variety of non-classroom, experiential-based learning forms need to become a part of the required curriculum of American schools and colleges" ("Nation at Risk," 1984, p. 8).

If college union professionals wish to have a significant impact on student development, as stated in their goals, then they need to expand their range of activities and programs to include experiential components that will in turn interact with the entire university community. This can be done by creating a new experiential program (such as an outdoor-based program) or by reworking already existing programs to move beyond the union walls.

If we continue to view ourselves separately from the rest of the university and do not seek collaborative efforts, we will remain isolated in the union games room or on a solitary mountain ridge. Surely our efforts have more relevance than this.

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Women and outdoor programs

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When discussing the developmental needs of college women and the positive results of outdoor programs, the attitude with which the issue is approached is important. Outdoor programs contribute to student development and programmers should consider the incorporation of student development theory into program planning and leadership training. This is not to say that all student development theories are complete in their assessment of student growth and should be taken at face value. When considering women's development, theories require close examination. Carol Gilligan, in *In A Different Voice*, wrote:

> *I began to notice recurrent problems in interpreting women's development and to connect these problems to the repeated exclusion of women from the critical theory-building studies of psychological research (1982, p. 1).*
>
> *. . . This discovery occurs when theories formerly considered to be sexually neutral in their scientific objectivity are found instead to reflect a consistent observational and evaluative bias. . . . Implicitly adopting the male life as the norm, they have tried to fashion women out of a masculine cloth. (1982, p. 6)*

As professionals in the outdoor programming field, it is our responsibility to teach student development theory both formally and informally. However, we must recognize the limitations of these theories and encourage ourselves and our students to explore further. Rather than always consulting theorists and programmers concerning the developmental needs of college women, perhaps we should ask the college women, not limiting our questions to what their needs are but to what they can contribute to present campus programs. That men and women learn differently, relate to their surroundings differently, and develop differently are concepts that we as educators need to address. To deny Gilligan's observations is to deny our students.

The following are suggestions for influencing increased numbers of women:

1. Offer trips for women only. Some women may be more comfortable in that atmosphere. Women need to be taught to look to other women and to themselves for leadership, to develop power in their lives, and to enhance self-esteem.

   There is a strong trend in the commercial outdoor program area to focus on women's needs and women's trips. The popularity and success of such programs should enlighten college programmers to include such options in their program development. Successful commercial operations providing women-only trips include Outward Bound, NOLS, Women Outdoors (Medford, Mass.), and Woodswomen (Minneapolis).
2. Develop women as leaders for programs. The focus should not necessarily be on those women who have proven they can "keep up with the men," but on those who are sensitive to the needs of college women and who have a strong sense of themselves as women. Viable women role models are necessary.
3. Hire both women and men to run outing programs and rental operations. Insist that both women and men share all tasks, including clerical and repair work. Avoid gender-identifying tasks!
4. Read and encourage your students to review books such as *In A Different Voice* by Carol Gilligan or *Women's Reality* by Anne Wilson Schaef. Use concepts from these texts in your training sessions.

   Recognize that there are ways to think, behave, lead, and develop other than the "white male system" and incorporate those alternative styles into programs. Both women and men should be exposed to these different models.
5. Incorporate a "female system" into your leadership style and advocate a consensus leadership style on your outings. That is, give each individual involved "the time to reach a personal place where she (or he) can at least go along with the decision and to some extent support it" (Schaef, 1981, p. 137). Focus on the female system of process rather than the white male system of product. Focus on consensus instead of Robert's Rules of Order.

China Galland makes the following observation about leadership from a woman's perspective:

> *Empowerment, decentralization, and the consensus process are concepts we share in articulating the vision of Women in the Wilderness. "Empowerment" could be leadership, the crux of which is becoming the leader of your own life. One can't really "lead" anyone else's life. In fact the true leader is subtle, content to point the way, to create an environment in which others can tap into the leadership within themselves. The true leader refuses followers and insists that all persons must find their own way; not only find it but discover that they are capable of doing so. (Galland, 1980, p. 125)*

We have the opportunity to use outdoor programs as a strong vehicle for developing women in ways unique to student development. An acute awareness of women's needs, women's styles, and women's differences is needed for success in those programs.

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Outdoor programming as a vehicle for treating the college substance abuser

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Treating the college substance abuser is somewhat akin to attempting to hold back the Mississippi River with one hand as it overflows its banks during the annual spring floods. It doesn't work very well and takes more resources than any one program can muster. But Outward Bound's alcohol and drug project, which has a seven-year history of providing a concrete forum for an individual to experience realistically theoretical concepts of the more traditional treatment models, serves as an example of one component of a full spectrum of services for the college substance abuser.

This spectrum of services could be provided by the college union and should probably include an alcohol/drug education program, intervention services, either in-house primary treatment services or referrals to outside treatment resources, and the ability to provide the outdoor program and ongoing follow-up services.

The overall goal of the Outward Bound alcohol and drug project is for certain behavioral changes and personal growth experiences to occur. An Outward Bound alcohol and drug project can result in the following:

- Self-esteem and self-confidence will increase.
- Locus of control issues will be resolved as the individual accepts responsibility for dysfunctional behavior and internalizes motivation for creating positive changes.
- The values of cooperation, interdependence, and compassion for self and others will be learned on an experiential basis.
- Sense of responsibility for self, for others in the group, and for society will be enhanced.
- An awareness of dysfunctional as well as functional behavior patterns will develop in a manner that is not usually possible within the confines of four walls.
- The value inherent in taking risks will become clear even when doing so involves confronting some of the participant's deepest fears.
- The widest possible range of human reactions and emotions will be experienced and expressed appropriately.
- The ability to trust and to be trusted will be heightened.
- Physical health will improve, and the awareness of the importance of maintaining physical fitness will develop.
- New avenues for recreation which are creative, fun, and growth-enhancing will be discovered.

The natural outdoor environment is integral to the development of these changes and growth and to the process. This environment is therapeutic for a number of reasons. It constitutes a behavior setting which evokes coping rather than defensive behaviors. In coping behaviors, an individual responds to threatening or stressful stimuli by dealing with them constructively. In defensive behaviors, a person responds to the same stimuli with the psychological mechanisms of rationalization, repression, denial, social withdrawal, or flight from reality. In the wilderness, coping behaviors are most often evoked for the simple reason that such behavior is conducive to survival in that environment. Coping behavior in the wilderness is positively reinforced, as are self-sufficiency, risk-taking, initiative, and cooperation. The wilderness is direct, simple, and objective; there are few rules other than those imposed by the environment. As a result, outcomes of dysfunctional behavior are clear and easily understood. These are issues that the substance abuser or addict needs to learn experientially, not just theoretically. One learns that responsibility for oneself is a necessity. The teacher becomes the environment, and one's peers, the instructor, or therapist become the facilitator in helping the individual learn from them (Chase, 1981).

This process of learning and working with the group in order to survive in the wilderness is a visceral as well as an intellectual experience, which individuals are apparently able to transfer to their everyday environments. And because focus has been on the support of the group, they are able to move more easily into the system of support networks such as Alcoholics Anonymous or other therapy groups that are available to individuals in recovery.

Activities such as rock climbing and ropes courses are initially frightening and perceived as high risk. As participants successfully meet these challenges of high impact, both intellectually and viscerally, they learn the value inherent in risk taking.

One experiences a strong sense of accomplishment, out of which comes greater self-confidence and a more positive self-concept. One also learns that fear is detrimental only when it impedes one from doing what is needed and/or wanted. Ideally one learns to use fears creatively rather than be defeated or paralyzed by them.

These outdoor activities provide opportunities to be successful, to help and be helped, to trust and be trusted, and to be responsible for self and for others, all qualities which have not been a part of the addicted or substance-abusing student's life.

These processes and outcomes are closely linked to the historical goals of all psychotherapies and provide more immediate experience than do the traditional talk therapies. They also create lasting positive effects that are easily transferred to everyday living experiences.

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The leisure needs of college students

William Rizzo, East Stroudsburg University, Think Tank chair

Any discussion of outdoor recreation and the leisure needs of college students should include an examination of the nature of the leisure experience and address such issues as: what is leisure and what is its value to the college student, what components of the leisure experience may be found in the outdoor recreation experience, and how do they affect the college student?

The definition of leisure has a long history, having been addressed first by early Greek philosophers. Aristotle characterized leisure as a state of being that requires both freedom from the necessity of labor and freedom from war. Aristotle's characterization of leisure suggests that leisure is a function of time; leisure is the time available for pursuits other than the obligations of labor and warfare. The early Greeks used leisure time for pure, contemplative thought as demonstrated in the richness and longevity of their philosophies. The highest activity one could engage in was contemplation as the means to search for truth. The Roman view, as echoed by Cicero, Seneca, Pliny, and others was largely that of the Greeks. Contemplation and the search for truth were humankind's most important activities and brought one closer to the gods. The artistic, political, musical, and philosophical accomplishments of the Greeks and Romans are evidence of the value these two societies placed on the leisure experience.

Early Christians related the concept of leisure more closely to the concept of work. Work became the instrument of humility and of purification. The value of leisure lay not in itself but in its ability to replenish one's strength for the next day's toil. Work became valuable as a way to grow closer to God and leisure the tool to allow one to continue to work. This view is reflected in the Judeo-Christian work ethic. Recreation, when dissected, is re-creation. When we recreate, we re-create, or replenish ourselves, for work. Like the Greeks, we view leisure as a function of time; time away from work is leisure time. Unfortunately, a remnant of guilt is associated with the modern view of leisure. We appear to be largely unable to embrace leisure as an experience with a value of its own and, unlike the Greeks, tend not to enrich our lives and societies through the full, guiltless use of the leisure experience. Things are beginning to change, albeit slowly.

An increasingly mechanized and affluent society has resulted in the predicted increase in leisure time.

The modern view of leisure and the work ethic are a large part of today's college student's inheritance. As educators, we are in a position to suggest alternatives and provide programs that demonstrate the workability of these alternatives. We have much to learn from the Greeks about leisure. This is not to say, nor am I advocating, that we do away with the work ethic. Rather, we have the opportunity, perhaps even the obligation, to demonstrate that, for whatever end, leisure can be experienced with varying levels of success and fulfillment. By teaching students to consider their increasing leisure time and the impact that its utilization has upon the quality of their lives, we will be supporting their development as whole persons in an increasingly fragmented and specialized society.

The day-to-day environment of most college students, and certainly for overobligated student leaders, is largely devoid of opportunities for contemplation. Academic, social, and extracurricular obligations and their accompanying pressures leave little time for contemplating the meaning of truth. This can, however, be accomplished by providing opportunities that physically remove the student from an environment of stifling obligation. Outdoor programs, particularly trips, can accomplish this task. While a trip entails significant individual and group obligations by itself, time is and should be made available that is without obligation, thus leaving one to the wanderings of one's own mind. This opportunity for contemplative thought, the opportunity to examine familiar as well as unfamiliar issues, can be of tremendous value to students trying to discover who they are, and how to cope with all that they are being bombarded with daily. In its modern context, leisure has many other values of interest to the college student, including the development of lifelong leisure skills.

A word we hear often in student affairs is socialization; we want our students to develop social skills as well as academic skills. The outdoor program can provide an environment well suited to socialization. Using again a trip program as the best example, participants are compelled to share in many tasks for the successful completion of what is essentially a group initiative. The daily issues of eating, leading, following, planning, solving problems, and communicating are unavoidable. Thus, the process of socialization is as much a part of the program as is getting in the van. Groups often find themselves in environments that are unfamiliar to most, if not all, participants. This tends to increase the need for group and individual interdependence and communication. Interacting, communicating, assuming responsibility for self and others, supporting, trusting, trying, leading, and following are all social skills that may be learned in the context of a trip. The development of social skills represents only one category of skill development associated with outdoor activity.

The variety of lifelong leisure skills available within the scope of outdoor recreation is truly impressive. A traditional menu of outdoor pursuits includes backpacking, canoeing, skiing, caving, rock climbing, and hiking. The beauty of these skills exists in the fact that they can be undertaken on a variety of skill levels under varying parameters of physical ability, physical resource availability, energy level, age, and cost. They are easily taught and can

provide students with a basis from which to enjoy an astonishing variety of activities throughout their lives.

Outdoor programs provide an ideal environment for redirecting and reducing stress. Most stress occurring with an outdoor program may be associated with a lack of skill in a particular activity. As skill increases, the response tends to become one of coping and of learning, rather than of flight or some other negative response. The result is personal growth and increased self-confidence and self-esteem. Since most outdoor activities occur in areas that are far removed from and significantly less hectic than the campus environment, the student is simply removed from material campus obligations and their associated stresses. The value of this cannot be overstated, particularly in light of the overobligated or overachieving student. The opportunity to get away provides the college student with the opportunity to contemplate. With contemplation comes the opportunity to refocus, reorder, and rediscover ourselves and our world.

Think Tank recommendations

The Think Tank on Student Development Through Outdoor/Adventure Programming makes the following recommendations to Association members involved with, or who anticipate involvement with, outdoor/adventure programming. Although the list is long, we feel it reflects the best interests of the outdoor program.

1. That the ACU-I Task Force on Student Development's definition of student development be amended as follows: "An educational process whereby college union and student activities professionals intentionally assist students to acquire, enhance, and integrate positive change in life competencies. College unions and student activities, including outdoor programs, are educational laboratories providing opportunities and support for this process to occur."
2. That college union and student activities professionals use student development theory as a precept for developing collegiate outdoor programs. We recognize the existence of a plethora of student development theories and recommend that the practitioner become acquainted with them and select a model as a basis for program development, implementation, and evaluation.
3. That outdoor program leaders familiarize themselves with the theories put forth by experiential educators and organizations such as Outward Bound, The National Outdoor Leadership School, The Wilderness Education Association, Woodswomen, and others.
4. That outdoor programs develop mission and goal statements subject to periodic evaluation based upon a developmental model.
5. That outdoor programs be proactive on campus and seek to integrate their services in concert with other university programs and departments such as counseling, academic departments, career services, orientation, residence life, faculty development, substance abuse, special populations, continuing education, alumni services, administration, development, etc., with the intention of expanding program scope and market, and sensitizing the university community to the goals of student development.
6. That outdoor program leaders familiarize themselves with, and be sensitive to, the unique developmental needs of women.
7. That outdoor program leaders familiarize themselves with, and be sensitive to, the unique developmental needs of minorities and other diverse populations.
8. That evaluative tools be developed and applied to quantify the desired outcomes of the outdoor program as follows: (a) increase and enhance self-confidence and self-esteem; (b) develop trust in self, others, and the system; (c) accept responsibility for self (feelings, needs, behavior); (d) willingness to risk and go beyond self-imposed physical, emotional, intellectual, social, and spiritual limits; (e) develop an appreciation for human diversity; (f) develop compassion and empathy for others; (g) learn to make commitments and decisions; (h) develop interpersonal skills of communication and listening; (i) integration of mind, body, and spirit; (j) develop specific lifelong skills; (k) develop an appreciation for leisure and its wise and efficient use; and (l) develop an appreciation for the environment.
9. That research be undertaken to quantify the physical benefits of outdoor program activity.
10. That, because safety is central to the developmental process, outdoor programs develop and initiate operating standards that take into account current safety practices in adventure programming.
11. That the ACU-I Committee on Outdoor Programs (COOP) integrate these recommendations into its mission and goal statements and assume responsibility for developing programs at the national level that are consistent with them.

Assessment and design of the physical environment in support of student development

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Student development is a very complex concept that attempts to encompass the varied ways in which students grow and change during their collegiate experiences. Basic to the development concept is the notion that students "grow" in their capacity to make more differentiated responses to the challenges of their environments. Much has been written about the challenge and support dynamic that gives rise to the development, the ways the development proceeds through levels, stages, and positions, and the several theories and models which attempt to provide a framework of understanding. Rogers (1980), however, provides a sufficient working definition of student development by simply stating, "Student development is a general name given to various attempts to foster the development of college students."

Among the many methods employed to foster student development, the use of the physical environment is perhaps the least understood and the most neglected. Because the interest and training of most student development personnel is almost entirely focused on "person" rather than "environment" or the ecological relationship of "person and environment," such shortcomings are to be expected (Banning, 1980). In addition, the importance of the physical environment in shaping the outcome of complex behavior can be questioned. Proshansky (1974) warns that the more complex the behavior the more likely it is that there will be a variety of influencing factors, many of which may be more potent than the physical environment. However, Werhli (1968) states, "When enlightened as to the effects of the physical environment upon behavior, he designs by intent; but when ignorant of these effects, he designs by default." Not using the physical environment in concert with other methods to promote student development, however, is most likely due to unfamiliarity with environmental influence rather than a judgment that the physical environment is unimportant. The physical environment can contribute to a college student's development in two important ways. First, the actual features of the physical environment can encourage or discourage the process of development. Second, the process of designing the physical environment can also promote the acquisition of skills at the core of student development.

The physical environment on our campuses includes the buildings, offices, and spaces in which students transact. This built environment gives out important non-verbal messages. Rapoport (1982) points out that messages stemming from the physical environment communicate appropriate behavioral choices and elicit emotions, interpretations, and transactions. For example, the entrance to a college union building can communicate a warm welcome or a "not welcome" message depending on its design. Seating arrangements in a lounge or dining area can either promote or inhibit social interaction. Likewise, messages of support can enhance the student's ability to cope with college stress. These support messages can take many forms. They can signal a sense of belonging, a feeling of being welcomed, and a sense of worth and value. If the physical structure is inaccessible, the message will not be one of welcome. If we allow the physical environment to become unsafe, how can the message of "we value you" ever be believably presented? The list of examples could continue, but the point is that the messages of the physical environment can indeed enhance or detract from the process of student development.

A second way in which the physical environment can assist student development is by involving students in designing and redesigning the physical environment. The foregoing point was that the messages of the built environment, "the outcome of the design process," influence student behavior and development. The point here is that the designing and redesigning of an environment or space, "the process of design itself," also promotes student development. For example, students who participate meaningfully in a design or redesign effort become involved in complex analytical behavior, participate in leadership positions, engage in significant oral and written communication skills, and work in a group setting. Again the list can continue, but the behaviors at the core of student development are almost always called into play through student involvement in the design and redesign process.

Renovating the Lory Student Center

Within the Charles A. Lory Student Center renovation program, two specific projects illustrate the relationship between the physical environment and student development. One project involves the redesign of the primary dining areas in the Lory Student Center. The other encompasses the design of the Center's new programs complex.

The Lory Student Center is a 300,000 square foot facility. The original building dates back to 1962. An addition was built in 1968. Although the building has been well-maintained, it became apparent that the cafeteria and the specialty food area (Ramskeller) were not responding to contemporary campus community needs. The cafeteria's environment gave the message of "institutional" and the Ramskeller signaled "beer hall." The results of these circumstances became clearly evident in 1983 when a significant year-end deficit was incurred as a result of labor-intensive operations and declining volume.

The physical environment associated with programming in the Lory Center also became a focus of the renovation effort. The programs offered through the Center had grown over the years in response to the changing needs of the campus community and in response to a commitment to student development and student organization support. Because of this commitment and the resulting growth, program support offices became located throughout

the building. This physical arrangement led to difficulties in communication and interaction. The arrangement also required support staff for each of the areas. To overcome the problems associated with the dining areas as well as the Center's programming office space, major renovations were planned.

Similar approaches were used in the redesign of the two physical spaces. Under the auspices of the Lory Center Governing Board, a committee of students and staff was established to assess the CSU community to determine the type of dining environment that would be most appropriate considering physical space, service, and product. The committee was also charged with the task of translating the information collected during the assessment into a plan of action.

Likewise, in the design of the program complex, a committee of students and staff representing each of the program sectors was established. The committee's task was to identify the optimum physical environment and staffing pattern that would enhance communications and provide the level of support needed for a contemporary program effort.

The dining services evaluation committee began work in September 1983. Before any significant effort was directed toward resolving perceived problems, the committee spent considerable time talking with individuals who worked in and frequented the Center's dining operations. The committee also surveyed students, faculty, and staff through a direct mail questionnaire as well as through a campus newspaper survey. Problems were identified from these surveys. The committee then began the process of finding possible solutions. Tentative conceptual plans began to emerge for the type of physical design that might be responsive to the identified problems and the needs of the campus community.

In January 1984, the dining services evaluation committee took the next step in the design process. They visited student centers in Oklahoma, Texas, and New Mexico to talk with students and staff at the various universities about their experiences as well as to obtain feedback on the committee's tentative concepts. Some ideas were validated through these visits while others were discarded. Committee members photographed the spaces they felt would be helpful in formalizing their final recommendations.

By mid-February the committee had established a solid direction in product, presentation, and service as well as the actual physical design. The next step brought in an architectural and interior design firm to translate the committee's action plan into a series of working plans, schematics, and renderings.

In March 1984, the process entered a critical phase: marketing the project to the campus community. The dining services committee joined forces with the program committee to establish and train 12 student/staff marketing teams. The teams' objective was to market the renovation project to the entire campus community. The success of the project depended on the student body voting an increase in their student fees to assist in the renovation funding. A "no" vote from the student body would have ended the projects.

Each student/staff team was trained in effective marketing and communication skills and was given the renovation plans, the survey results, and a narrated slide presentation. Every student organization, including residence halls and sorority and fraternity houses, was asked to give the student/staff marketing teams an opportunity to make a 15-minute presentation. The marketing presentations occurred during March and early April. As a result of these planning and marketing efforts, the student body approved the Lory Student Center renovation project by a wide margin in a campuswide referendum. Construction began in early May.

In both the dining service and the programs complex projects, student involvement in the design process produced significant opportunity for individual growth and development in a variety of important areas. The process of redesigning the physical environment did indeed support student development.

While the process of the redesign effort provided significant opportunity to engage in many of the traditional tasks associated with student development, the "outcome," or the physical space resulting from the effort, is now also contributing to student development. The redesigned cafeteria area now invites community members to come together for social interaction. Out of this increased social interaction will come additional opportunities for student and faculty to engage in the challenge and support necessary for growth. The new contemporary space sends a much clearer message that the University values students. This message was difficult to communicate with a very worn "institutional" environment. The final design of the program complex brought all programming offices into one large area with open and modular offices. This new design has fostered a sense of community and a level of interaction and participation not previously experienced. Again, through the presence of the redesigned physical environment, the new style of staff interaction will be a more potent support for student development.

The physical environment can support student development. The process of designing provides significant tasks for important student development issues. The messages of the physical environment can likewise be supportive of student development. One observer of the Lory Student Center renovation program captured both of these elements when he made the following observation: "Students . . . gained significantly from the experience . . . not only as a result of the pragmatic learning that took place, but also because of their renewed sense of value as valid members of the university community."

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Enhancing the union board experience

James R. Reynolds, Texas A&M University

I can't think of a more nebulous, uninspiring title for a conference session than "Enhancing the Union Board Experience."

On the other hand, I can't think of any subject of greater relevance to the goals of a college union. A college union is distinguished from a shopping center by its educational goals. And the primary vehicle for accomplishing that educational mission is the union board.

This paper describes what we do at Texas A&M. The data are supported by my 17 years in the field and by the 35 years of history and tradition of the Memorial Student Center Council.

Our assertions are at least partially validated by the statistics that describe the Memorial Student Center's union board operations. There are 1,800 student volunteers involved in the Memorial Student Center. These student leaders serve in 27 officer positions or as part of 33 programming committees. Last year the Council produced 1,400 events that drew an audience of nearly 450,000 people. The Council operates on a $3.6 million budget, 65 percent of which is generated through sales, fees, and contributions.

Another testimonial to the importance which the Texas A&M community places on its Union Board is reflected in the financial statistics. The Memorial Student Center receives 47 percent of the student service fees collected by Texas A&M University and allocated by the Student Government on the basis of an annual budget request. Student officers supervise the preparation of our annual program-based budget and present it to the Student Government Finance Committee. The budget presented for the 1985-86 fiscal year included 365 pages of explanation and justification.

Another significant financial statistic is the amount of contributed income we receive to support Memorial Student Center programs and student development opportunities. During the current fiscal year, the Memorial Student Center will receive slightly more than $500,000 in contributions from individuals, corporations, and foundations. That money, incidentally, is solicited by Memorial Student Center Council officers and committee chairs.

We offer these statistics not to boast—although we are not above that—but to validate that our enrichment mechanisms attract, maintain, and develop student volunteers. Since most of that $500,000 annual contributed income is triggered by Texas A&M former students, our enrichment processes apparently also engender institutional loyalty.

The basics of the Texas A&M "curriculum for student development" are transferable to any college union that perceives itself as having an educational mission.

Here are the basics:

1. As much as is legally and administratively possible, the Memorial Student Center operates on a partnership concept. We believe that the greatest quality and quantity of services, programs, and student development experiences are produced when students and staff members work together in the closest we can come to a "real life" managerial environment.
2. The Memorial Student Center historically has emphasized special opportunities and special assistance for students. MBA/Law Day, Spring Leadership, Fall Leadership, liaisons with Harvard and other major graduate schools, and meetings with world-class former students are examples of those unique opportunities. A primary reason we can provide those experiences for current students is because we have provided them for past students. The future will not take care of itself.
3. The Memorial Student Center has always emphasized quality. We don't just provide performing arts programs; we produce an Opera and Performing Arts Series. We don't just bring plays to the campus; we have a Broadway series. We don't just have a debate on economics; we feature two Nobel laureates who have never before debated. We don't just bring a world-class speaker to campus; we bring two or three and start an endowed series. We don't just sponsor art exhibits; we create unique exhibitions from all over the world. We don't just sponsor travel programs; we go to China.

   Obviously the Memorial Student Center has not achieved quality in all areas. There is never enough money, enough capable student leaders, and enough capable staff advisers to achieve quality in all areas. During the past five years, the Memorial Student Center has had to prioritize in allocating those three basic resources. The prioritized emphasis has been predicated on market needs and opportunities, student leadership potential, money, staff availability, university goals, and Memorial Student Center's organizational capability. Some committees and officer positions have been judged to be more important than others, as have some services and staff positions. An emphasis on quality results in a rigorous process of setting priorities.
4. The enthusiasm for quality, special opportunities for students, and student involvement in unique programming has caused the Memorial Student Center to emphasize six areas:

   - the visual arts
   - the performing arts
   - travel (especially international)
   - international awareness
   - world-class speakers programming
   - leadership development

For 33 years, the Memorial Student Center has devoted itself to cultural programming, educational programming, and the development of human potential. That's why we receive more contributed support than any other student center. That's why we have immediate access to the president of the university and the

"captains and kings" of both the public and private sectors. That's why we have received an average student service fee increase of 15.2 percent per year for the last four years.

The basics of our system can be distilled down to two very simple concepts:

1. Students perform best, grow fastest, and sustain their motivation longest when they believe they are contributing to something very important. In the college union's case, students contribute to programs, services, and leadership development experiences for themselves and their peers.
2. The second concept basic to student enrichment is the concept of the student/staff partnership, a basic administrative philosophy of the Memorial Student Center.

Please notice that in stating the first concept I steered away from using the words authority and responsibility. We don't use those words very much around the Memorial Student Center. Everyone, both students and staff, knows that there is always a level of higher authority in an organizational structure. The Memorial Student Center director can overrule any decision made by the Memorial Student Center Council, just as the vice president for student services can overrule any decision the director makes.

We work very hard to help student leaders and potential student leaders establish a realistic motivational base. We don't prescribe what the personal motivational base must be, but we do prescribe what it must not be. Any student whose reason for involvement is predicated on having ultimate authority and responsibility over a set of resources and a group of people is not selected, is required to change, or does not last long. A personal authority motivation base just does not cut it in the Memorial Student Center or in any leadership role in any organization.

Lest this sound like the Memorial Student Center is involved in cloning rather than developing, let me say this: We have a very thorough and complex system that encourages and supports potential student leaders in their search for and development of a personal leadership style. That style is not developed in the abstract, however. It is manifested in a set of behavioral characteristics, which are measured tangibly in the productivity of the person's committee. Our system allows for infinite deviation in leadership styles. The only thing the Memorial Student Center system demands is successful performance, which is measured in the programmatic, budgetary, and student development productivity of the committee. We believe performance is the test of competence and the yardstick by which accomplishment and success are measured. The 35 years of successful operation of the Memorial Student Center suggests that students accept that premise and believe our six basics are worthy of their best efforts.

The second concept is that the student's relationship with his or her adviser is the cornerstone of student growth and development. The daily or weekly meeting of the student and adviser is, in effect, the classroom of student cocurricular development. Peer group influence and mentoring are certainly essential elements in the student development process, as are committee meetings and programs. But the primary locus of the development of the knowledge base, skill repertoire, and behavioral style lies in the student/adviser interactions.

Remember, our goal is to produce a behavioral style that leads to goal accomplishment in a broad array of organizational and personal tasks. The development of a "successful" behavioral style requires personality change.

Personality change is very threatening because it involves the simultaneous shedding of old patterns, the sorting out of new patterns (from a bewildering array), and the implementation of new behaviors (which is always awkward). The feelings of self-exposure and vulnerability which accompany growth processes are best facilitated by a mentor.

The student/adviser relationship provides that mentor on a long-term basis, which allows for sustained, planned growth. It also places the growth process in an environment in which the measurement of progress is straightforward, objective, and immediate. Is the committee succeeding?

Another factor contributes to the effectiveness of the student/adviser relationship in a product-oriented environment. Most highly motivated students have a "social service" need. They need to believe they are making a contribution to the welfare of others and of their universities. They need to feel that what they are doing is important to someone else, even when a good part of what they are doing is oriented toward self-development. The college union puts self-development within the context of social service, and therefore justifies intense, risk-taking behavior.

In summary, the college union board experience can be enriched through commitment to two concepts, which are inherent in the Role Statement of the College Union. First, the college union board provides real-life managerial experiences, which are simultaneously beneficial to the community and to the individual students. Second, the student/staff partnership concept provides a mentor relationship which is extremely effective in fostering both individual growth and programming and administrative effectiveness.

Part four: Blueprints for higher education

Keynote address

Blueprints for a better future in education

Ruth Love

When I accepted this invitation to speak, I did so because, first of all, I am very partial to colleges and universities and anything to do with education. I recognize full well how important your positions are as heads of college unions, responsible for the student associations on campuses, because had it not been for activities at the student union and some of those so-called ancillary activities, I would have been a college dropout. So I know how important unions and activities are to the ongoing academic success and psychological well-being of students throughout this country.

I am trying to be credible with you this morning as a recent former superintendent, so I thought of George Will's three least credible sentences in the English language, and I want you to take them very seriously. First of all, he says, "Your check is in the mail"; secondly, "Of course I'll respect you as much in the morning,"; and three, "I'm from the government and I'm here to help you." Now, I'm from Chicago, and I'm here to tell you. When I left Oakland, Calif., to become superintendent of schools in Chicago, every friend and almost every enemy called to say, "What is wrong with you? Why would you leave the beautiful climate of California, your gorgeous home?"

And I said, "Well, there are two main reasons. One is someone told me you couldn't do anything with the students in Chicago." And as an educator I couldn't afford to have anyone think that there were students anywhere that you couldn't do anything with. And so I went. The second reason is that somebody told me I better not go, and I decided that my civil rights were being violated and I had to go. The third reason, though, was that there's a time to leave, and those of you who are administrators know when it's time to go. I was riding the crest of the wave in Oakland, and I said, "You better get out," because in public education at least you better know when to move. If you are in a position of decision making and authority, and if you manage lots of people or lots of money, that spells power and that means you have to know how to negotiate and when to move and when not to move. It's important to know that as administrators.

You've mentioned superintendents—women superintendents. I want you to know that there are about enough women superintendents in this country to meet in a telephone booth and have a caucus, and we talk all the time. One of the things we're working on is seeing how we can get more women into that arena of superintendencies. It is true I was the first superintendent to earn more than a six-figure income, and so I tell my colleagues around the country, "You really owe me," but no one has seen fit to pay yet. It's important, though, that educators, wherever they are, be remunerated in proportion to what they do. And let me tell you, you earn every bit of it in Chicago, every, every ounce of it.

Your theme, "Blueprints for a Better Future in Education," is such an important theme because as we look to the future, we have to recognize how important education has been to us in the past. Education in this country has always been the vehicle for social and economic mobility. It has always been the path out of poverty. It has always represented the opportunity for a new way of life. And so, in these United States, we are the first in many ways. We are the first country to have free universal public education, for example. We are the first country to have community colleges so those students who can't afford to go to four-year institutions can partake of a degree of education. We are the first to have state four-year institutions of higher education. Now that doesn't mean we're perfect. I have a lot of criticism for us, but it does mean that we value education and we value it in a way that is most significant.

The quantity and the quality of education that young people receive today will make a great deal of difference as to how they function in the 21st century. And we are preparing students for the 21st century. The students who began kindergarten this past September will graduate from high school in the year 1998, just two years before the turn of the century. That has tremendous implications for the kind of education that we are providing today. And those students will graduate from college in the year 2002. That's not very long. So the kinds of activities, the kind of motivation, the kind of education that we provide are critically important. I'm pleased that you're looking to the future because that's what we must do. We must look to the future as we build on the past.

There will be some startling changes in the future. The roles of everyone will be changed, and I want to share with you a few of

the changes that I see coming down the pike. Before I do, however, let me talk just a bit about administration.

Someone made the mistake of asking me what my administrative style was, as a woman who managed a $1.5 billion budget in Chicago, where we had a half-million students, where we had some 42,000 employees. I said, "Well, I'll put it very succinctly. My administrative style is to delegate stress, heart attacks, strokes, all the problems, to my employees because if the administrator is out of sorts, you aren't going to be there to make a difference, are you?" Really, my administrative style is participatory decision making. But the fact of the matter is, the ultimate decision rests with you. While it's important to involve people in decisions, it is important for you to know that you assume the responsibility for the decision and that it rests on your shoulders if you're the top person.

Let's look at the future for a moment, and let me just give you a kind of preview of what I see taking place in our country and around the world. The space shuttle will trigger a worldwide communication revolution that will make communication through space so commonplace that a telephone call from this country to Japan will cost about 50 cents by the year 1990. By the year 2000, it will cost about 25 cents. That's what the world will be like. And we will be able to receive or place those calls on a battery kind of wristwatch, Dick Tracy style. That's the kind of world we ought to be educating our students for today.

The average computer in 1990 will do about 200 million operations per second. The machines coming out in the year 2000 will do eight billion operations per second. Let me tell you, computers are here to stay. I resisted them as long as I could; I fought against them like mad. Now my entire office is computerized. I send memos from my home on computerized electronic mail, to the chagrin of the staff. Every time I get another idea, I can just punch it in the computer and send it to them, and they wish the computer had never come into existence. But if you realize that by the year 1990 whole families will work from their living rooms, not having to go to the office, then think about the implications for what we ought to be doing now to prepare our students for that kind of world. We must tailor our educational programs from kindergarten through university for the kind of world they will face. We will have to prepare them for a wide variety of jobs. John Naisbitt in *Megatrends* says that any student who doesn't know about computers in the next 10 years is going to be considered illiterate. Today we talk about illiterates in terms of students who cannot read well, who cannot compute well. But to be technologically illiterate tomorrow is going to be as serious as to be functionally illiterate today. It is going to be very important that students become involved in this technological revolution.

The experts tell me that by the year 2000 we will be a checkless and a cashless society. I can't imagine that. But funds will be transferred through voice print and almost nobody will have to shop in person. Education Secretary William Bennett thinks students ought to get rid of cars. By the year 2000, cars will be made of fiberglass and plastic, and perhaps they'll be more acceptable to him then. They will weigh about half as much as they do today, and they will be electric.

Think again about the implications of the world we will live in and what our students will need to know to function in that world. Around the turn of the century, medical researchers will have gained such command of the genetic code that they will crack the code that determines how the human body ages. The first anti-aging drug will raise the life expectancy to about 150 years; improvements on those drugs will lift the life span to 200 years. Now just think about the implications on our personnel policies, not to mention our pension plans!

There are some very real differences that are going to occur in our world that we somehow forget, and we continue to educate and to work with students as if we are going to be in the same kind of world we are in today.

By 1990 there will be as many as 1.5 million robot technician jobs in this country. Nobody will be in more demand in the next 20 years than computer programmers. By the year 2000, there will be almost one million new jobs generated for computer programmers in the United States alone. The tool and die makers of the future will be laser technicians, and their numbers will mount so rapidly that they will reach about 2.5 million by the year 1990. Now that's the world of tomorrow, for which every student should be prepared today. Not beginning in 1990, but beginning today. That has great implications for the kind of activities at college unions and in the associations in which you are involved.

As you know, we have had recently a plethora of reports telling us what's wrong with elementary, secondary, and higher education. As a matter of fact, we have had so many reports telling us what's wrong, had they spent that amount of money telling us what's right, we could have easily capitalized on them and done something with them. I am suggesting that if we're going to do the job we have to do in this country, we must petition our government to restructure its priorities.

For example, if we want to maintain our competitive edge with Japan, West Germany, and even the Soviet Union, we have to have an educated citizenry. There is no need to reduce student loans in a country that has as much money as we have. There is simply no need at all. There is no need to say to elementary and secondary school systems throughout this country, "You reform first; then we'll give you some money." When we make an airplane or a missile, we don't say, "If that missile is dysfunctional, you make a better missile, and then we'll pay for it." We provide the resources up-front. I maintain that education is an investment, and it's an investment in our most precious natural resources. It's not the missile that's going to do the job. It's going to be people.

When we invest in education, we invest in people. When I see colleges and universities struggling with their budgets, I am wary about whether or not our priorities are indeed straight. We have to do a better job of communicating our needs to those who make the policies of this country and of our states as well.

I did a little survey in Illinois to find out how much it really costs to keep people on welfare, unemployment, etc., because I think education is a bargain compared to the alternatives to an education. I found that it costs about $6,000 a year to keep a family on welfare; it costs some $5,500 to keep one person on unemployment compensation; it costs some $13,000 a year to keep a person in prison; and it costs $8,000 a year to keep one child in juvenile hall. All we ask in public education is $2,200 a year from the state, and they say that's a lot of money. So I say to those people, if you think education is expensive, try ignorance! It's very expensive. You're going to pay one way or the other for the ills of society. From my standpoint, as an educational administra-

tor, education is the best investment we can make in this country. If we want a strong military defense, and we all want a strong military defense, we at least have to know which button to push when. You know, we could push the wrong button and destroy *us* instead of *them*. And that would be dismal.

Oliver Wendell Holmes said that education becomes more and more a race between real education and catastrophe. I don't believe that we're on the road to catastrophe. I have great faith in our young people, and if we don't help get education on the right track, they are going to get it on the right track. We don't want to go back to the '60s ever again, do we? We don't want the students to have to tell us what we should know as leaders in education. We want their involvement, their participation. But they shouldn't have to tell us how to restructure. I believe it's important that we lift our standards, that we hold everybody accountable, that we involve people who are our clients. And it's important to know who our clients are. Our clients are students. We wouldn't be where we are if we didn't have students; they are our reason for being. It is critical, it is essential that they understand what we are all about and what we're doing.

We've made tremendous progress in this country technologically and economically. We have the highest level of comfort in the world, and we like it. There's nothing wrong with that. But there is some unfinished business that I'd like to share with you. While we have the distinction of achieving great heights technologically, we still have not solved the problems of poverty and illiteracy in this country. While we have educated lots of people, we still have lots of people who go through our schools and are not educated. We had the distinction of placing a man on the moon some years ago, but we still have enormous hunger in this country. We have tended to glamorize poverty and hunger and those things that mitigate the masses making it in our society. We can go into outer space, yet we have not learned to live in peace in this world. We have been able to communicate via satellite to the far corners of the earth, yet we have not learned to communicate across racial, ethnic, and economic lines in our society. We pay farmers not to grow crops, yet we can't eliminate hunger in this country. We teach advanced technology in our colleges and our universities, yet we haven't taught our students basic human values and respect for people who are different from themselves.

In a book that I'm writing for McGraw-Hill, I am addressing the issue of what I call beyond basic skills to fundamental skills. I believe that unless our students learn to respect themselves, have a healthy self-identification, know and understand their heritage, can respect and communicate with people who are different from themselves and not feel either inferior or superior, we have some real problems. And I call these the real basics. Unless our young people understand that they must know who they are and be proud of who they are, unless they can communicate with all kinds of people, unless they feel secure about decision making, unless they can make wise judgments, unless they learn how to present their case and disagree without being disagreeable, they aren't going to be successful no matter how much they know academically. It's critical that they learn the real fundamentals and the real basic skills that are so important to make it in society.

I think sometimes we forget that in this rapidly changing technological society of ours change isn't just an event, it's a process. We have to teach our young people that. It's not just one thing that's going to happen to you when you get your bachelor's degree. It's going to be what you do with that bachelor's degree, what contribution you make with that degree. We also have to help them understand that success isn't just a position you hold; success is an ongoing journey in which they must be participants, and their major obligation is to give back to the society that helped them get where they are.

I leave you, then, with a story about a very wise man who was disliked very much by the prince of the kingdom in which they both lived. One day the prince devised a scheme to discredit the wise man. He disguised himself as a peasant in the town square, and after a crowd gathered he asked the wise man to tell whether the dove that he held in his hand was alive or dead. Now the prince wasn't such a naive fellow. He had already determined that if the wise man said the dove was dead, he would open his hand and let it fly away; and if the wise man said the dove was alive, he would crush the bird in his hand and let it fall to the ground. Either way, the wise man would be discredited, would lose face in the eyes of the people whom he valued. The moment arrived and the prince asked the fated question: "Is the dove which I hold in my hand alive or is it dead?"

The crowd grew very quiet and all eyes turned toward the wise man. The wise man paused, he looked at the prince, and he said, "That which you hold in your hand can only be what you make of it."

I say to you, my friends, education can only be what we make of it.

Keynote address

Today's changing values and the challenge to union management

Brooke Warrick, Stanford Research Institute

I represent a program at Stanford Research Institute called VALS, which is short for Values and Lifestyles. We're an applied research institute that's a small part of SRI. We work on government programs and for organizations throughout the world. VALS is a program aimed at understanding the values and lifestyles of Americans as social beings and as consumers. We work with corporations throughout America and throughout the world trying to help them understand who people are in America, how they're changing, and where these new sets of attitudes are coming from.

I want to identify some lifestyle changes that have occurred during the last 20 or 25 years and discuss their implications for management. I also want to give you a glimpse of the future, some of the projections that we're now seeing out of our nationwide research.

To do this, I need to go back about 25 years to the early 1960s, when there was a profound change in the way America was looking at itself and in the way people were thinking. What happened back then? I like to characterize it as a revolution in values. The early '60s was a very unusual period, characterized by a high level of affluence in a group we call Achievers. These are people who are financially successful. They're not living with dollars coming out of their pockets, but they're well off. They've met their outside needs in terms of financial requirements. And they had children.

The differences in these people until the early 1960s were largely demographic—age, income, etc. But they provided a fertile ground for the development of some people that we call "Inner-Directeds." Inner-direction is a movement that became prominent in the 1960s. Archie Bunker called it the "generation gap." We call it something else. We tried to put our finger on what those changes were.

In the '60s we were confronted with a movement characterized by the children of Achiever-types growing up in affluent families. Maslow said some degree of satiation with the outside world is required before you can go on for a search for inner self, and that's precisely what happened. These parents who were Achievers living out the American dream, individualism in the frontier kind of spirit, had children who were very different from them. As a matter of fact, some of the parents called the children downright strange. They were the antithesis of their parents; they were really unusual. This was characterized by people we call Inner-Directeds. They changed the way people looked. This phenomenon started out as roughly 2 or 3 percent of the adult population in the early '60s. It represents around 19 to 20 percent now. It was a major shift in the way people thought.

We found this movement became more widespread in the 1970s. It incorporated itself in the ways we managed the demands of our employees and the ways we thought about the marketplace, the kinds of products we delivered. It was no longer appropriate to deliver the big cars of General Motors. The Japanese were delivering cars that young people wanted, and American markets could not respond. We found that values were a magnet for the ways people behaved in the marketplace.

What happened to demographics? They're still important, but they're insufficient. We needed to go beyond the traditional measurements, the traditional yardsticks of measuring people. We wanted to look beyond demographics to peoples' attitudes. Demographics were important, but they were insufficient in characterizing lifestyles and changes in America. So essentially, we opened up their heads, took a look, put our measuring sticks in there, and tried to find out what was happening. We found that people with very similar demographics were behaving in very different ways. In the 1960s and 1970s, Arnold Mitchell, the founder of our program, looked into developmental psychology and tried to figure out how to measure values and lifestyles of Americans by going beyond traditional demographics.

He created a "lens," which we call the VALS typology. It represents three major segments and nine individual subgroups constituting the three major segments. Let's take a brief look at who those groups are, their differences, and how we can gain an understanding of who is in the marketplace and who we're trying to manage in the '80s.

First, we have a group we call the "Need-Drivens," who represent roughly 11 percent of the adult population. These people are characterized by lives driven by need rather than by choice or values, an economically restricted group. The focus here is on survival, safety, and security. There are two individual subgroups within the major Need-Driven group, one of which we call "Survivors." These are older, usually female, despairing, and sometimes unhappy. They represent roughly 4 percent of the adult population. The next group is a very different kind of group which we call "Sustainers." Sustainers are angry. They are trying to break into the system, and they're not quite sure how to do that. They represent 7 percent of the adult population. The Survivors and Sustainers make up roughly 11 percent of the adult population. These groups are driven by need rather than by choice or values. They are a very interesting group in terms of looking at social change.

We're more familiar with the next group, which we call "Outer-Directeds." Outer-Directeds represent 68 percent of the adult population and are characterized by real or fancied signals

from others. In other words, you may respond to something you think someone is saying to you and you may drive your life according to those signals. These people are very diverse in terms of income and education; they tend to set national consumption patterns; and their values focus is on tradition, status, institutions, and possessions.

There are three individual groups here, the first of which we call "Belongers." Belongers are the largest individual segment in our typology, representing 38 percent of the adult population. Many of them live in the Midwest. You are less likely to find them in the coastal regions of the United States. These people want to fit in and not stand out. They take a job and they probably take it for a lifetime.

The next subgroup we call "Emulators." These people are macho, try to show off, are into conspicuous consumption, and have taken more responsibility for themselves than have the Belongers because they're trying to break into the system. They want to make it big and they're going for it.

The third subgroup is called "Achievers." These people are decisive, driving, and driven. These are the decision makers in America. They're living out the American dream and they're buying up America, too.

All in all, the Outer-Directeds represent 68 percent of the adult population. This used to be almost the entire population until the early '60s, when we were introduced to the people we call "Inner-Directeds." The Inner-Directeds are driven by inner values and needs. These are the innovators in style and technology. As a matter of fact, they were the first group to go into personal computers. If you want to know who bought the early Apples, it was indeed our Inner-Directeds. They are the leaders in values change. They have marked the change in the social texture of America in the last 20 to 25 years. Their focus is on innovation, inner growth, and experiences.

Inner-Directeds comprise three subsegments. The first of these groups, which you may recognize from campus, are a group we call the "I-Am-Me's." I-Am-Me's are characterized by whims of iron. I call this group values explorers; they are trying to find their platforms in life and they're experimenting. They tend to be very individualistic and expressionistic.

The next subgroup is the "Experientials," representing 5 percent of the adult population. These people are looking for vigorous involvement. Joggers around campus, perhaps the people involved in white-water rafting or sports of that nature, would indeed be Experientials.

The third subgroup in the Inner-Directeds is a group we call "Societally-Conscious." They represent almost 12 percent of the adult population. They're driven by a sense of social responsibility. They are interested in environmentalism, conservation, and consumerism. But don't think they're all working for nonprofit organizations. We do a lot of research around the United States, and you're as likely to find them in government in Washington, D.C., as on Madison Avenue or many places around the country where there are major corporations. They are out there, and they are starting to infuse their thinking on corporate America.

The last major group we call the "Integrateds." The Integrateds are similar to Maslow's self-actualized persons. They are a blend of the power of outer-direction and the sensitivity of inner-direction. They are characterized at the top of the typology and at this point represent only 2 percent of America. We expect, however, that by 1990 they may represent up to 4 percent.

We recently projected what the future of America might look like in terms of values changes. We're going to see a continued growth in this phenomenon we call inner-direction—from roughly 19 percent now to about 25 percent over the next five to six years. So it's incumbent upon you as managers and people close to the heart of change in America to recognize who these people are, how they behave, and why they behave as they do.

I want to introduce you to these people up close and personal. About a year ago I produced a videotape where I found real people who fit into these categories. There was no script to this. These are the actual responses that we got from real people across America. *(A videotape is shown featuring interviews with people who personify the VALS segments of society.)*

One of the questions I am usually asked is, "Where do you find those people?" When you know how people behave, they're fairly easy to find. For example, we thought probably our best bet to find the Sustainers was at the racetrack. We hit the jackpot when we found Moe. He had just bought a brand new car, a Cadillac. He spent about $12,000 to $13,000 for it. A couple of months later, he lost a lot of money at the track and had to sell it for half price. One of the dynamic characteristics of Sustainers is that they have lots of financial ups and downs, but they still maintain a very characteristic sense of hope, unlike the Survivor group, which is just under them still trying to break into that system.

Two of my favorite people in the tape are Dave and Donna, the first Belonger couple. Some people refer to them as the "God and country too." Dave probably has the greatest Belonger job in all of America: he works in a Cheerios factory in Lodi.

The Emulator that we found has been in and out of television in the San Francisco area for a number of years. He is sincerely trying to break into the system, and he is trying to do that through television. Whether he makes it or not, we don't know. But he is struggling hard and I appreciate that kind of struggle.

You may have suspected that to find the Achievers in the hot tub we went over to Marin County. We hit the jackpot with Steve and Ann Marie, he being a very successful enterpreneur.

Rob Noxious, the I-Am-Me, was probably one of the more interesting people we found. We had a lot of tape on him. It wasn't until he signed our release form that we discovered his real name. He calls himself Rob Noxious, but his real name is Robert Wilfred Cameron III. Now remember I said that Inner-Directed children come out of Achiever families. I think it's a fair assumption that that's a pretty good Achiever kind of name. Little did they know that Rob Noxious was going to be the result.

To find the Societally Conscious guy, we went to Berkeley, where Ed owns a bookstore. He is very sincere about his vocation. The other guy, interestingly, works for the Environmental Defense Fund in San Francisco. He was top of his class at Harvard Law School, very successful early on. Tom had a real value shift some time ago and ended up working for the Environmental Defense Fund, which doesn't necessarily pay as much as other areas of law, but he is expressing his own values, a very interesting kind of phenomenon that has occurred over the last several years.

There's been a lot of media discussion in recent years about the mood on campuses. You probably have read about or seen the return of ROTC on your own campus. You've seen a wave moving back to some level of conservatism. I heard one statistic—I'm not

sure it's true—that students on campus voted 5-to-1 for Reagan. Where are those attitudes and those moods coming from? Well, interestingly, some real trends are emerging in the social framework of America, and those trends are not necessarily coming out of inner-direction, but a movement back toward outer-direction.

The Higher Education Research Institute has measured some attitudes from 1967 to 1984. Every year or every two years over that period, they asked, "Are you more interested in developing a meaningful life philosophy or more interested in being well-off financially?" The shift has been away from a meaningful life philosophy and toward financial security. Where is this movement coming from? Maybe we can answer part of it from the perspective of social change being a pendulum.

What happens when Inner-Directed parents have children growing up in Inner-Directed families? Perhaps I can best explain that by telling you a short story about our boy. I admit I am 98 percent Societally Conscious, as is my wife. She has a boy who is now 15. He is probably the best example of outer-direction that anyone could ever find. When he was in the 8th grade, the students took a random poll to figure out what they thought the kids would be doing when they grew up, and all of the kids in the class agreed that Christopher was going to be a lawyer in Marin County when he grew up. He is the absolute antithesis of us. Where is that coming from? It's as much of a generation gap for us as it was for our parents in the '60s. Think about the degree of satiation with the outside world. Christopher perhaps has had some of the inside world met in the family environment, and he's going for that search for the outer self. There's a television show called "Family Ties," which is a beautiful characterization of what's happened in the '60s and '70s in terms of lifestyles. Two flower children, who are doing socially responsible kinds of things, have this child called Alex, who is much more interested in making money and wearing monogrammed sweaters than anything else. He is the characterization of a phenomenon.

Our research indicates there are two parallel phenomena characterizing campuses today. On the one hand, you have the I-Am-Me's, fiercely individualistic, the punk rockers if you will, the heavy metal enthusiasts, the people who are really searching for that inner self. You have the other very conservative kind of group—some people call them preppies, etc.—that is going in the other direction. Perhaps the campuses of today have split personalities. On the one hand, you have to deal with inner direction; on the other hand, you have to deal with outer direction. That's obviously a major challenge to you in terms of running student services.

Let's take another brief look at some of the attitudes that have driven change over the last 20 years. There are three very interesting predictors of change: the environment, personal relationships, and the role of women in the work place.

Some data that we pulled on the environment say that 92 percent of the population is interested in preserving the wilderness; 86 percent is concerned about chemical threats; 83 percent is concerned about industrial pollutants; and 76 percent is very concerned about chemical additives in food. We hear a lot about this "me generation" in America, but I just don't see it in the surveys we're doing around the United States. We're seeing a genuine concern which grew out of, or was born out of, this inner-directed population and is moving into the other more stable groups over time. So the Inner-Directeds are the leaders of values change, and a lot of the attitudes that they adopt early on are infused into society.

The next bellwether of values research is personal relationships. This area, especially attitudes toward sexuality, is particularly interesting. On one of our surveys we asked about the trend toward greater sexual freedom; 67 percent of the population agreed that this trend has peaked, and 72 percent, up from 68 percent in 1980, of the population agreed there's too much sex on television. The phenomenon in the '60s that created the revolution toward greater sexual freedom and freedom in all of the media is subsiding. The values experimenters and explorers of the '60s are not returning to outer-direction as one might suspect, but they have explored enough in terms of sexual freedom. They've explored enough in terms of different kinds of relationships, and as a result of having explored those inner kinds of experiences, they are moving on to other kinds of things—grass-roots politics, environmental concerns, things of this sort.

The third indicator is the changing role of women in the work place, and I don't have to tell you that women have moved in droves into very serious jobs in America. We asked in our survey whether people wanted and received jobs that made a contribution to society. We got some very interesting responses. Sixty-one percent of the group we call career women—people who are out to have serious careers and not just jobs—as opposed to 47 percent of career men responded that they indeed felt they were making a contribution to society. Women's jobs do contribute to society. This is reflected among the VALS types from which they come, particularly the Inner-Directeds. It's interesting that the highest incidence of women working in the marketplace is from the Societally-Conscious group. The kinds of organizations you represent, the kinds of work you do—and I guess it is probably fair to say that you're not in it for the money—reflect your value systems.

Some of the administrators on campuses across the country are having a little difficulty dealing with these changes. These administrators are probably more likely to be in the Achiever group. When considering the value of a particular speaker at a college union, they might say: "How is it going to contribute to the students? Are they going to be able to make more money?" You're probably not going to have a ready answer for that because you're talking about different values perspectives. In other words, you have a very different lens to the world. You have a different lens in the way you look at people. One of the powerful tools that has come out of our typology and our work is the ability to segment those people, to have a way of looking at individuals that helps people better understand one another. We are not contributing to research that segments people so that we can point fingers at them. Our research is aimed at defining the social glue that holds our society together and giving us better descriptors of how societal changes occur. Interestingly, the Inner-Directeds make up a good share of the changes that are occurring on campus today.

We're trying to map these changes because we're seeing some new attitudes and new kinds of expectations emerging. The changing value systems lead to new emphasis on *experience over things*. We're now in the process of writing a report called "The Experience Industry," where individuals are looking more toward finding experiences than they are in accumulating things. Whitewater rafting, Outward Bound, all kinds of experiences that take one back into one's self are becoming more popular today. And guess who's doing those? That's right, the Inner-Directeds.

The next phenomenon we're finding as a result of the influence of the Inner-Directeds is *quality over quantity*. I like to refer to the Achievers as measuring things by the pound. When you're around Achievers, many times they will ask you to measure things and they want you to measure things you don't feel can be measured. They're always trying to quantify. The Achiever philosophy is that either you win or you lose. In the Inner-Directed world, it isn't win/lose, it's win/win. That message is starting to get through to some of the Outer-Directeds, and they are starting to adopt that philosophy.

We're looking at *diversity over uniformity*. Our institutions were built for uniformity, but we are diverse. How can we respond to those changes? There are lots of opportunities to respond to new kinds of leadership and diversity in terms of benefit packages, the assortment or array of services that a union can offer, and the opportunity to meet the needs of individual subgroups. We don't have to respond to everyone individually all the time; we can respond to individual subgroups.

Individualism over conformity. We're entering a pluralistic society. We can no longer deal with everyone in the same way. We are truly individuals in the rarest sense of the word.

Persons over institutions. You've probably heard a lot lately about the orientation back toward people and the orientation away from institutions, and that real struggle within our own institutions. It's not only the campuses, it's the corporations of America, too.

Participation over authority. There has been a lot of talk about what people like in terms of working environment, etc. My response to that is, who is the person we're dealing with? Belongers want to react to authority figures. Inner-directed populations do not want to react to any kind of individualistic authority. The challenge is not to create one environment for people, but to create perhaps what we call a co-evolution of environments, a focus on many at the same time, and a personal response to global issues. We're becoming an international society and we need to look at other sets of values, too. It's a real challenge for not only corporate America but for individuals.

What are the implications of this kind of research? We're trying to manage in a pluralistic society. We have to find the vehicles to respond to individuals. We have to be able to look at people whose values are different from our own and try to understand their value sets. We're managing from what one of our writers has called a transitional rather than a transactional environment, and the transactional environment is largely an Outer-Directed kind of environment. It's the environment of Ronald Reagan: I'll trade you the MX missiles for a water project, and later you're going to have to give me five votes for this or that. People are transacting business. The same kind of thing probably happens within your own environment. We're moving to a transitional environment where the values of people should be embodied in the leaders and people should be able to express those values in their jobs. That's not true for everyone. It's mostly true for the Inner-Directeds.

We're also heading toward something called the information revolution. The Inner-Directeds, the Societally Conscious, and the Experientials are leading that movement toward what one writer is calling the "gold collar worker." You don't deal with the gold collar worker or the information processors of today in the same way you dealt with the Achievers who ran the corporations of yesterday. We're looking at a very different kind of world. And the challenge is to respond to those changes in a pluralistic society.

Those are just a few of the trends that we are seeing in America in terms of young people and old people. I must remind you that because someone is young doesn't necessarily force him or her into that I-Am-Me or Experiential category. It means that young people are more likely to be involved in those categories. There are regional differences. In the Midwest, you are likely to find a lot of Belonger children. In the coastal regions, especially in the Bay area, in the Pacific Northwest, and in New England, you are very likely to find a lot of Inner-Directed kinds of students. In Texas you find a lot of Outer-Directeds, but interestingly you also find a lot of Inner-Directeds in the Dallas, San Antonio, and Houston areas. There is a real tendency toward Outer-Direction in the Midwest, especially in the Michigan, Ohio, Illinois, and Wisconsin area. But the movements of the '60s and '70s in Madison, Wisc., etc., were driven largely by Inner-Directeds, many of whom may be in this audience today. There are some very interesting phenomena occurring in America today, but I cannot be the final word on how America is changing. *(Another videotape is shown in which people predict what their lives will be like in 10 years.)*

I don't want to leave you without a next step. If you're interested in this kind of research, some rather inexpensive materials are available to organizations such as yours to better understand American values and lifestyles. *The Nine American Lifestyles* by Arnold Mitchell is available in paperback from Warner Books. It's a 300-page summary of our work, where the typology came from, how Maslow and other developmental psychologists influenced us, and it gives a lot of the characteristic behavior patterns of these individual groups. For example, it tells you that Inner-Directeds are much more oriented toward health foods than are Outer-Directeds; that Belongers and Achievers are bowlers; and that the Societally Conscious like cross-country skiing and Experientials like downhill skiing.

There is a much more specific piece that some of you may want to send for. We did a $120,000 study on behalf of the Association of College University and Campus Arts Administrators at the University of Wisconsin in Madison. We did a study on the performing arts by VALS type and we asked Achievers, Societally Conscious, and Experientials what kinds of performances they liked most, what is it in a performance that moved them. We asked them about participating in performances, what they would do, i.e., lower ticket prices, meet the audience after the performance, etc. This study is available for $40 through Bill Dawson at ACUCAA, and I think you'd find it a fascinating addition to the perspective that we've introduced on values and lifestyles today.

Let me refer you to a couple of other things, too. We were the cover story on the *Atlantic* in October 1984. This is an interesting summarization of our work. Even more recently, the VALS program at SRI has finally made its niche in America. We know that because four days last week in Doonesbury were devoted to Inner-Directeds, Outer-Directeds, Achievers, etc. We were surprised that Garry Trudeau is keeping up with our work.

We're dealing with a pluralistic society that places many demands on us: demands to manage, demands to produce products for different kinds of people. We've found through our work that a perspective or lens on those people makes the difference between success or failure. We're not trying to throw people into categories but to create a framework for understanding who these people are, how they're behaving, and how we can

respond to them. More to the point, we're trying to help people understand that there are different sets of values and that other people operate from values different from our own. A lot of the corporations across America have been using our research and are understanding that.

I worked for about six months to bring General Motors into our program, and General Motors at that time was not looking very closely at the consumer. They were more interested in producing a product that was cost-effective and had a lot of profit potential. They were not consumer-driven; they were producer-driven. Finally I got frustrated and decided to go for the jugular. I said to them: "You know, it's really surprising that all the European and Japanese automobile manufacturers are members of our program and none of the American companies are. I think that says a lot about what's going on in America."

And the head of General Motors said: "Well, that reminds me of something my boss used to say. He said, 'We have at GM a tendency to shoot ourselves in the foot. Fortunately, we have many feet.'"

It brings up questions to the institutions of America: who do you want to respond to, how deeply do you want to penetrate that target group, or how broadly do you want to go across target groups? I expect that some of those questions will be answered as some of the nation's institutions are threatened over the next several years. It's going to be very interesting to see how they respond to these different kinds of individuals.

Building a multicultural environment in higher education

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From the establishment of the first permanent settlements in the New World, the colonies were engaged in a bold social experiment. It is doubtful these early pioneers recognized their involvement in social experimentation, just as we are unaware that the experiment continues today. In fact, the colonists worked to establish homogeneous enclaves in the New World's wilderness, not a multicultural nation. The colonies were settled by groups of people seeking religious toleration for themselves, but not necessarily for others with opposing views. The Puritans in New England, Quakers in Pennsylvania, Catholics in Maryland, and Dutch Reform of New Amsterdam represented religious and cultural diversity in the colonies. Other immigrants brought their quest for adventure and land to the New World and added to the cultural environments of the colonies.

While these colonists were bringing their own cultures and values to the New World, several other factors were operant which would prove to be of greater significance to the establishment of a multicultural environment in the United States. To meet the labor needs of the South's agricultural staple, cotton, African slavery became a thriving business in the New World (Drimmer, 1968, pp. 96–102). The slaves brought with them a rich and diverse cultural heritage from their African homelands (Drimmer, pp. 30–33), and while much of this heritage was deliberately obliterated by the cruel institution of slavery, the desire of black Americans of a later age to learn about their roots was to play an important role in the multiculturalism of the United States.

The expansion of the colonies also had a tremendously destructive impact on the native Americans, on whose lands the colonies were established. From the 17th to the 19th century, the tidal wave of immigration swept native Americans from their lands into restricted reservation areas (Thornton, 1977). Through determination, native Americans preserved their culture, which could easily have been destroyed by the westward migration of the pioneers.

Even before the colonists began settling on the East Coast, the Spanish had brought their culture to what would become the American Southwest. And the French had established settlements in Louisiana, enriching the cultural environment of the western frontier. While the Spanish and French lost control of these areas to the growing United States, their cultural heritages remained.

The European immigration following the American Revolution continued throughout the 19th century, bringing immigrants not only from Western Europe but with increasing frequency from Eastern and Southern Europe as well. The culture of these new immigrants was vastly different from that of the early settlers, and differences in the languages, religions, and customs made assimilation of these newcomers more difficult. But for many European immigrants, assimilation was possible and desired (Hunter, 1974, p. 12).

The melting pot concept was working for European immigrants at least. Asian immigration was never heavy and was slowed

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For this article, Eloy Chavez and Jan Carlson received the 1985 Chester A. Berry Scholar Award for Excellence in Writing.

sharply by the Gentlemen's Agreement of 1908. Asian immigrants were not easily assimilated and therefore retained their cultural identity in Chinatowns of large metropolitan areas.

Most recently, the United States has seen the immigration of people from Cuba and Southeast Asia, and illegal immigration from Mexico and Central America (Keely, 1980, pp. 15–20). The social experiment of a pluralistic society continues today.

Traditional approaches to diversity

In spite of the richness of the diverse cultures immigrants have brought to the United States, social institutions tend toward a leveling process that either eliminates or reduces differences. In the United States, there have been three ways of dealing with cultural diversity.

The first method used by society to eliminate or reduce cultural diversity was assimilation (Banks, 1975, pp. 3–19). Through assimilation, any cultural differences were either blurred or lost. Since the initial immigration to the New World had come primarily from England and the British had ruled the colonies, the prevailing culture of the early United States closely resembled that of England. Even with the development of a peculiar American culture over the past 200 years, the newly arrived immigrants have been forced to adopt the nation's cultural norms to become assimilated into society. By adopting the language, customs, and values of the majority population, some immigrants could move into the mainstream of the society. For some, the process of assimilation has not been a viable option.

The second alternative for diverse cultures was the establishment and maintenance of an ethnic or national ghetto within the established society (Hunter, 1974, p. 244). Within these ghettos, the culture of the immigrant group could be retained while being largely ignored by the majority community. This method of dealing with cultural diversity was a part of the heritage of most immigrant groups. Upon arriving in the United States, the immigrants found identity through Little Italys or Little Polands (Hunter, p. 244). Eventually the children of these groups left these enclaves to become assimilated into the majority society. This has not been the case for Asian immigrants, who have found assimilation to be very difficult. Hispanics, particularly those from Mexico, Puerto Rico, and Cuba, have also encountered barriers to full assimilation.

American blacks and native Americans have not had the same experiences as other groups. As slaves, brought to this country, the black Americans were denied their African languages, customs, and religion while being forced to adopt the customs of the white masters (Drimmer, 1968, pp. 75–90). Upon emancipation, the blacks were forced into ghettos, either rural or urban, but denied access to the majority culture through assimilation.

For the native Americans, the process of Americanization was brutal. Driven from their ancestral lands, the native American populations were either killed while trying to defend their way of life, stricken by disease, or forced onto government reservations (Dobyns, 1983, pp. 24–25). The reservation concept, while dehumanizing and destructive for native Americans, did allow this group to retain its culture and societal base.

The response to cultural diversity in the United States has been basically to assimilate the culturally different group, ghettoize them until assimilation could take place, or place the group in a semipermanent ghetto. These alternatives for cultural diversity have cost the nation the richness that the cultural diversity could have contributed to American life. For various groups, the search for a cultural heritage has been particularly difficult. Black Americans are a case in point; seeking cultural identification with their African homelands has become an important aspect of the black experience in America.

The response of higher education

Until recently, the role of higher education in the development of multiculturalism has been similar to that of the majority population. Higher education was used to assimilate some of the groups while groups such as blacks and native Americans were assigned to separate institutions.

Since the diversity of cultures was considered detrimental to mobility, multiculturalism and higher education were in opposition. To move upwardly within the social and economic structure, it was necessary to become integrated into the majority culture. For some ethnic groups, separated by language and race, the goals of integration and equality have been very difficult.

Recently, higher education has recognized the educational advantages of exposing the majority students to different groups on campus. The civil rights movement of the 1960s raised the issue of the need for minority programming and awareness (Castro, 1980, p. 33). The response to this has been special periods for recognizing various cultures, i.e., Black Heritage Month, Native Americans Awareness Week, International Week, etc. With few exceptions, the majority students on campuses have not participated in these special culture weeks. To enhance a multicultural environment on campus, these cultural awareness weeks must be expanded to facilitate cultural awareness every week of the year.

Within the institutional structures of colleges and universities, minority and international students tend to be isolated from the mainstream of the campus community. Likewise, the traditional, white, middle-class student is insulated from the cultural richness of the minority and international cultures.

When seeking guidance, black, Hispanic, native American, international, and other students with different cultural backgrounds are referred to counselors specializing in specific minorities. While this referral may be appropriate at times, it does lessen the opportunity for all staff to interact with these students.

A lack of interaction among all persons on campus can result in a separation that may turn into suspicion and distrust. The establishment of an environment that encourages multiculturalism must be founded upon awareness and openness of all people to cultural diversity and an appreciation of the values of a multicultural environment. Based on a history of 300 years of racism and disinterest by the majority population, this will indeed be a difficult task.

A blueprint for a multicultural approach

The first step in establishing a multicultural environment is the recognition of the value of cultural diversity to both individuals and the society. Through an awareness of their own cultural heritages and a willingness to share these cultures with others, students may grow in their knowledge about themselves. The exposure to various cultures enhances tolerance and understanding.

The question is not whether we should encourage a multicultural environment, but rather what can be done to promote this objective most effectively. The college union and student activities areas can

play important roles in promoting a multicultural environment on campus.

In developing a multicultural environment, it is important to gain the enthusiastic support of the institutional administration for this effort. Without their support and commitment to multiculturalism, it may be what William Klepper calls "yet another of the ivory towerisms that reflect the greater needs of the society as a whole" (1984, p. 10).

The student activities and college union staffs may play a central role in establishing a multicultural environment. However, the residence hall, food services, minority and international advisement offices, recreation center, and other student personnel staffs are also vitally important to the development and promotion of a comprehensive environment. Another very pivotal individual in this process is the chief student personnel officer. Without his or her support, the venture will not succeed.

Once the administrative and staff support has been achieved, a feat that can be accomplished only through the active and enthusiastic encouragement of those persons directly involved in the program's development, the program can be initiated. The next step is to begin discussions with the student groups that may wish to become involved. These groups consist of two types: the minority and ethnic organizations and those student governing groups such as student government, residence hall associations, and college councils. The major role in the planning function must be left to the representatives of the ethnic minority groups (Quevedo-Garcia, 1983, p. 50).

The student activities and college union staff can help the minority and ethnic groups develop a programming plan and establish a budget for the activities. The student governing groups need to be solicited for their support of the program.

Although the specific programs would be individualized to each institution, this section outlines a sample program which could facilitate the development of a multicultural environment. Probably, the most significant element of this program is that it be accessible to the entire campus community. To build a viable multicultural community, programs must be conducted in centrally located places where there is heavy student traffic and at times when the students are on campus.

Culture is transmitted primarily through art, music, dance, and theater. In establishing a multicultural environment, an opportunity must be provided whereby the entire population can share the arts and music of diverse cultural groups. Since the forms of art and music may be different from those most often experienced by the majority population, these programs need to be presented in a manner that will provide information about the cultural art and musical forms being shared.

Dress and customs are also important in the expression of different cultures. Fashion shows and presentations concerning the customs of the various groups are an important part of a total program.

Very often, other cultures have rich literary heritages which are all but unknown in Western culture. These works can be presented through readings and discussion groups. Films can also provide information about a culture, not only through the story unfolding on the screen, but also through the customs and folkways exhibited by the actors.

Speakers on politics, religion, issues, ideas, struggles, as well as other aspects of the cultures, can provide information and challenge their audiences to learn more about various cultures. There is also a great need to involve the teaching faculty in the establishment of a multicultural environment on campus. The faculty's awareness of the heritages of various ethnic groups can add significantly to the teaching/learning process as well as provide support to the programming efforts.

To create a multicultural environment on campus, a total commitment needs to be given. It is not sufficient to have a special week or even a designated month of activities. Multiculturalism must be an ongoing process for the entire community. The programs and activities must be central to the life of the campus, not isolated from the mainstream of campus life. It takes work and planning to accomplish this objective, but the payoff in greater sensitivity and understanding of all cultures is well worth the efforts.

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Our public image and our private beliefs

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The 1984 presidential election featured a great amount of discourse on religion and politics. Not surprisingly, the campaign and election produced little resolution and may have even clouded the issues. In many ways, this irresolvable puzzle is due to inherent and basic historical ambiguities and inconsistencies. This article deals with an analogous situation regarding professionals in the college union and student activities field and their student affairs colleagues. The issue concerns the relationship between the public's image of the college union and student activities profession and the varieties of private beliefs held by its practitioners. A complete separation of this relationship is impossible because of the implicit and explicit values intertwined throughout.

Why should those in student affairs positions in general and college unions and student activities in particular be interested in or concerned about issues connected to religion and religious life? While refusing to disclaim the thesis of *The Secular City*, theologian Harvey Cox in a later book, *Religion in the Secular City*, says:

> *The problem is that the world of declining religion to which my earlier book was addressed has begun to change in ways that few people anticipated. A new age that some call the "post-modern" has begun to appear. No one is quite sure just what the post-modern era will be like, but one thing seems clear. Rather than an age of rampant secularization and religious decline, it appears to be more of an era of religious revival and the return of the sacral. No one talks much today about the long night of religion or the zero level of its influence on politics. (Cox, 1984, p. 20).*

College campuses are experiencing what Cox refers to as the "return of the sacral." Interest in religion leads to a constellation of affiliations, notions, and inevitably, some conflicts. Points of contention arise among students and student groups and, in this arena of competing affections and values, between professional staff and students. There is responsibility, then, for giving thought to our public image and our private beliefs (Johnson & Nelson, 1984).

The relationship between public image and private beliefs produces its own potential for conflict and differences of opinion. On one hand is our public image: the commonly claimed heritage, philosophy, purpose, and direction of the college union and student activities field. On the other are our private beliefs: those individual and personal meanings, mythologies, allegiances, and theologies people attach to their lives.

Intermixed in this pot of issues and emotions are perennial questions of the appropriate role, if any, of values in higher education. The authors assume values to be a part of higher education due in large part to choices and decisions which regularly and inevitably must be made. Students, faculty, administrators, trustees, and alumni have personal and corporate desires, wills, and interests. Neither our institutions nor the people who comprise them are, can, or should be value-free.

These issues of public role, private beliefs, the myriad of inextricably interwoven values contained therein, and related aspects of our individual and corporate lives within campus communities require exploration and reflection. Examination and assessment of the situation will lead to guidance concerning the degree to which competing demands can be creatively and successfully balanced, especially in terms of beliefs about who we are and what we should do as individuals and as members of a profession. Pursuing the dimensions of the issue will not resolve the dilemmas and ambiguities. What can result is a deeper sensitivity to and understanding of the power of belief and the visibility of a public role.

Where are our roots?

Every individual holds a variety of values and beliefs. These values and beliefs are not necessarily consistent with one another and vary in the degree to which they are articulated publicly and connected to action. Our concern here is primarily with values. However, there is a relationship between values and beliefs, and a delineation of the two is important.

Beliefs are commitments in thought and understanding about how personal life and the affairs of the world are ordered. In biblical terminology, beliefs are often about "things unseen." Concepts of God and the particular affirmations of such a being's existence are examples of beliefs in something unseen and about which conventional rational or scientific proof is impossible. In a more secular vein, one of the more widely known beliefs is Descartes' belief (or affirmation): "I think, therefore, I am."

On the other hand, a value is an estimation of the relative worth of a concept or material good and is usually more tangible than a belief. Friends are valued as are human interaction, communication, and understanding. Belief in values is possible. However, values are not intrinsically beliefs. Concepts such as freedom may be both valued and believed. Some people value material goods and money even though their behavior may not signal a belief in such possessions and wealth.

Both values and beliefs can enable people to make sense out of life and its function. An interrelation happens when individuals construct beliefs from that which is valued; conversely, *a priori* beliefs generate values which are then held and affirmed.

Without beliefs, people could not function and their lives would be significantly changed. Values are of equal importance in a person's identity, yet in times of stress or crisis, values are likely to be less important than beliefs. In human dramas such as a hostage-taking incident or a tragedy such as the Holocaust, survivors often report how their belief in God or in the destiny of life helped them endure. At such times, the luxury of maintaining values held in the course of normal day-to-day living is removed.

An individual may continue to value personal dignity, human decency, and freedom. However, these can be sustained in a time of crisis only if firmly rooted in belief. The crisis situation renders meaningless those values concerning normal creature comforts, money, and material goods.

Union and student activities professionals are shaped by religious upbringing or lack thereof. In addition, a variety of beliefs and values are derived from family, educational experience, community (local and national), and a core of significant people. Private beliefs may operate so subliminally that little, if any, attention is paid to their shape and content. For those of strong personal religious persuasion, beliefs are very near the surface in daily life and are manifest to others both for better and worse. Student affairs personnel must recognize and comprehend their role as public people. Thus, private beliefs should not be unattended or unexamined, for they positively and negatively affect our work, relationships, and roles as decision makers, policy formulators, and program planners. Though no universal profile of the union and activities professional exists, a study conducted by Catherine Belleville (1983) casts some light on the personality of people in the field.

Belleville's study utilized the California-Psychological Inventory, the Myers-Briggs Type Indicator, and additional questionnaires concerning demographics and personal opinions. The study reveals that in the New England region professionals are above the norm in characteristics such as dominance, self-acceptance, social presence, capacity for status, psychological-mindedness, and flexibility, and under the norm in responsibility, self-control, and socialization. One value appearing in the study is that union and activities professionals are responsive to and interested in the inner needs, motives, and experiences of others. At the same time, these professionals reflect a rebelliousness toward rules, restrictions, and constraints. Belleville notes that this displays some nonconformist influences in the midst of otherwise generally conforming behavior.

Belleville's profile showed that the average professional is "affiliated with organized religion, *but* tends to be only slightly religious" (emphasis added) (1983, p. 29). This indicates that religion is valued. However, the study did not examine closely the importance of specific beliefs. The predominance of slight religiousness leads to the conclusion that beliefs rooted in religious faith, at least in terms of direct practice, are minimally present for members of the profession. Beliefs rooted in religious upbringing that receded in importance during adolescent and young adult years may exist. In the survey, the average professional also indicated an involvement in activities as an undergraduate. This was coupled with the role modeling influence of student affairs professionals as prime factors in choosing a vocation. Presumably this reflects a valuing of cocurricular experience and the attendant human interactions and opportunities involved.

One value is revealed in the responses of those surveyed concerning *in loco parentis* related issues. More than 85 percent of the group (directors, middle-level and entry-level professionals) affirmed a belief in the right of students to fail and to make mistakes. However, opinion was divided on a statement concerning whether students had been "entrusted" to faculty and staff for the four undergraduate years. There was more agreement about a professional's responsibility to find out why a student may have stopped coming to the union or activities office.

The findings reveal a belief that learning from mistakes and failures occurs only when experienced in a relatively structured climate. It is the responsibility of student affairs professionals, other staff, and faculty to provide such structured experiences and learning. The findings also reflect a belief about how people learn and what the role of mentors is in this process. At the risk of extending analysis beyond the data, this conceivably indicates a belief in an essential goodness in human nature or optimism about how human beings function and change. With this sketchy profile of the values and beliefs of those in the union and activities field, let us focus on the public image.

At one level, the public image of the field is shaped, manifested, and conveyed by the sum of diverse members of the profession. Individual actions speak louder and sometimes more convincingly than the words contained in statements of purpose. Fortunately, the words articulated about the profession are at least concretely identifiable. The Role of the College Union, ACU-I's Statement of Purpose, is the singular most important document in this regard (ACU-I, 1984, p. 131). It is the credo of the union and activities field and can shed some light on the theoretical public image.

The Statement of Purpose features affirmations and expectations of the role of administrators; the types of programs, activities, and organizational involvements offered; and even of the political posture. First, the statement claims the union to be a "community center" of the campus and goes on to discuss its relationship to a "well considered plan for the *community* life of the college" (emphasis added). Note that this indicates not merely the life of the college but, specifically, the community life of the college. Where else within higher education might such an emphasis on community be found? Those charged with the academic life are concerned with educational philosophy, curricula, and qualifying the learning process. As a rule, little if any attention is paid to concern about community within such circles. The Association affirms its concern about community and the place of community within educational institutions.

Second, the Statement focuses on meeting the needs of the college *family* and providing ways of "getting to know *and* understand one another" (emphasis added). Here the profession emphasizes family as an organizing and integrating unit. Further, the value inherent in producing and supporting understanding is underscored. The institution of the family has been under assault in recent years and has changed dramatically in the more than 30 years since the Statement of Purpose was formulated. The Statement reflects a traditional value of society and conveys a sense that those within a college community function as a family. This presumes displaying concern for one another and close ties among family members.

The Statement continues by speaking of the union and its programs as a "laboratory for citizenship, training students for social responsibility and leadership within *our* democracy" (emphasis added). This reveals a number of values important to the Association and linked to the broader national purpose. Noteworthy is the fact that the Statement does not say "a" democracy or merely "democracy" but "our democracy." This may reflect the times in which the Statement was written, times before emerging international consciousness and rising awareness of interrelationships among national governments and Third World issues. Regardless, it does reflect a belief in the value of democracy and

the public role of the union in supporting and enhancing the life and future of Western democracy.

The next section of the Statement discusses the value of the union and its programs in providing the opportunity for "self-directed activity . . . self-realization and for growth in individual social competency and group effectiveness . . . development of persons as well as intellects." This is the core of the educational philosophy underlying the college union movement. The assumption is that self-directed activity and the opportunity for personal growth and self-realization are important facets of education. Such a public philosophy of self-development supports the personal value that students should have the opportunity to fail and to learn from mistakes. In making this type of statement, the Association is on record as believing in the growth of the whole person and in the assertion that education outside the classroom is significant.

Finally, the Statement of Purpose asserts the importance of the union to the college as a whole, stating that the former is a "unifying force . . . cultivating enduring regard for and loyalty to the college." Similar to the union's image as a supporter of society as a whole in terms of developing citizens and teaching the essentials of democracy, the union also generates loyalty to the college among its future alumni. The union conveys itself as an essential instrument in a variety of larger institutional needs and expectations. The public image throughout is one of providing service, moving outward to meet the needs of those not intimately connected with the functioning of the union and activities programs, and supporting the institutional structures to which the union belongs.

These, then, are some of the roots of our personal beliefs and values and the desired image to be projected toward the college and university community and the outside world. Examination of these roots provides a sense of individual and corporate heritage and uncovers claims about important elements in life. Recently there have been great debates about values in higher education, the degree to which they are or are not appropriate, and questions of whether values can or should be taught. College union and activities professionals in both individual and corporate lives assert and affirm certain values. These shape who we are, how we work, and how we live, and have a great impact on programs and activities, human interactions, and the college unions of today.

Education for values

The topic of "values in higher education" might cause some to shrink in horror. We can't teach values, some say, because who knows whose values are right. Others say by presenting a panoply of philosophies and letting students pick and choose those relevant to them, we provide the best values education available. Or a few may ask how do we teach values when we tell student leaders at seminars that they're on a ship bound to start a new civilization, that only seven of the 11 people on board will survive, and they can pick who's "best" to make it?

Like it or not, we in higher education, and especially those of us in the union and activities field, are engaged in values education every day. Whenever we provide a "laboratory for citizenship" or help make "free time activity a cooperative factor with study in education" (ACU-I, 1984), we make value choices that guide the students with whom we work and the campus communities we serve. It is incumbent upon us both to realize our actions and to examine our rationale for those actions. Failing to do so makes a value statement in itself; namely, that we respond to stimuli and to the moment rather than follow a set of self-chosen guidelines for life's activities.

Robert McAfee Brown, professor of religion at Stanford University and an official Protestant observer of Vatican II, addressed our colleagues in the National Association of Student Personnel Administrators in 1974. In his address, "Interpretation and Views of Students Searching for Beliefs," he spoke about why the spirit of conscience which characterized the '60s seems to have disappeared (Brown, 1975).

Brown's comments of approximately 10 years ago are still relevant today. In his address, he noted several areas that he felt characterized students. Brown spoke of a "new cynicism," which he felt wasn't all bad, noting that a cynic was one who once thought it could be different and who now feels it won't be (p. 11). Students of today, said Brown, see the world more clearly, without the rose-colored glasses of the '60s. A 21-year-old college student of today was 10 or 11 when Watergate occurred with all that that episode of American history meant for an impressionable youth. A student cynic today may answer the question, "Where have you gone, Joe DiMaggio?" with the reply, "To the drug rehabilitation clinic." The concern of this cynicism, Brown suggests, is whether it will lead to conformism or despair.

A second characteristic noted was the "new academic seriousness." Brown noted that he "fear(ed) some of the new academic seriousness is not for the acquisition of knowledge, but merely of expertise, not to acquire wisdom but merely know-how. There is a danger that undergraduate education will more and more become vocational training for specific jobs, rather than an experience to liberate and discipline the mind for whatever kind of life lies ahead" (pp. 16–17).

His comments in 1975 were strikingly similar to an ACU-I Think Tank paper presented at the 1983 conference:

> *Giving higher praise and status to a curriculum of specific information is becoming more . . . common in the world of high technology. Such information will often provide a job in the immediate future. It will not, however, necessarily mean that a graduate of such a program is an educated person. It will mean that the student has been trained and is proficient at some specific area, as opposed to the liberal arts graduate who is trained not at all, but who is able to take the general skills he or she has learned and apply them to a myriad of opportunities. (Carmichael, Highbee, Johnson, McDowell, & Nelson, 1983, p. 13)*

The implications of these thoughts on college union and activities professionals is paramount. We cannot afford to simply mouth the words that we are concerned with the "development of persons as well as intellects." We must demonstrate this by our examples, our programs, our openness to discussion and disagreement, our design of facilities, and by our personal lifestyles.

Brown also spoke of a "new despair," which he defined as a feeling of powerlessness, a sense of such enormity of problems in humankind whose urgency is so immediate that to address one is to ignore others. Brown argued that higher education must address this problem by not mirroring the depersonalization of humans, but rather by embodying the words we speak regarding the "whole student," or the "quality of life," words commonly found in our institutional catalogs. We must not allow today's students to

exchange our rose-colored glasses for their own morose-colored glasses. Stressing the need to encourage individuality, Brown wondered if we shouldn't have "some benevolent power strike us dead the next time we refer to 'processing' a student" (p. 24). One processes data, not human beings.

Brown also addressed the "new permissiveness." In the '60s and '70s, almost anything was permitted for experimental purposes. Sexual mores changed, and experimentation with drugs, alcohol, relationships, and lifestyles in general was also prevalent. Certainly, the experimentation resulted in many good things, such as the continuing liberation of women and the recognition of the gay lifestyle. However, this rapid change left little on which to fall back. When you want to fall back on something and nothing is there, you simply fall. Our profession can help prevent this precipitous drop by remaining true to those sentences in our Statement of Purpose: "In all its processes, it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness."

Perhaps out of this permissiveness grew what Brown termed the "new fundamentalism" (p. 20), highlighted by the outgrowth of Inter-Varsity Christian Fellowship, Campus Crusade for Christ, Young Life, and other predominantly evangelical religious groups.

Another outgrowth for the new permissiveness and the desire for some basis on which to build is the "new ethnicity" (p. 21). At California State Polytechnic University, Pomona, spring quarter is the time for cultural heritage weeks. Arab Awareness Week segues into Asian-American Awareness Week which leads to Jewish Awareness Week, *ad infinitum*. In addition to Black History Month, we have Afro-American Heritage Week. Women's History Week is in April, while Women's Awareness Week is in November. How do we respond to the white student of European descent who wants to know when it's White History Week? Do we note that it's White History Week 52 weeks a year and that these cultural weeks strengthen all of us by giving the sponsors a chance to share their pride and by so doing educate and elevate us? Or do we shrug it off with some weak response? How we respond personally and organizationally is important for the values education we provide the students to whom we are responsible.

Brown concluded with what is perhaps our touchstone, what he termed the "new hope." This is exemplified by the feeling that "what now is, need not set the exclusive pattern for what shall be" (p. 21). He asks: "Can our colleges and universities be the breeding ground for hope? Can they be places where the values that are embodied by hope can be instilled in their constituents?"

Brown sets forth two caveats with which the authors concur. One is that values, beliefs, or hope cannot be taught as much as they can be caught (p. 22). That is, one cannot produce virtue by simply teaching a course on virtue and expecting those with a "C" or better to go forth and lead exemplary lives. Brown notes, "I will not believe in hope, or love, or compassion, or sacrifice, or the other great values . . . because somebody defines them for me, or teaches me about them, but rather because somebody embodies them for me" (p. 22). It is up to all of us to embody those values for the students with whom we work. For many of us, that is the greatest challenge of our profession.

Brown's second caveat is that knowledge is not virtue, that simply because we teach what's right does not mean we will do right. The obvious example is Josef Mengele or other cohorts of Hitler who were excellent medical technicians and found extremely efficient ways to kill. How can this happen again, we ask. How can we ask when we realize that our brightest aerospace engineers often end up making more efficient missiles that can destroy millions in eight minutes from launch to impact? One can debate the need for nuclear armament, but do our engineering students do so? Do we provide that forum for them? Brown suggests that we may be producing "well-educated, sophisticated, intelligent demons" (p. 22). To prevent that is an essential role for those of us in higher education.

We must demonstrate and illustrate how the values we hold as educators in this field, as exemplified by our Statement of Purpose as an organization, survive in our lives today. Our mission is to remain relevant to our purpose and our times. Yet, Brown asks, how can we remain "relevant (blessed and damnable word) as long as we ignore the value-assumptions that are positively loaded on all the actions and policies that we claim are value-free?" (p. 23).

He notes three steps that direct our thinking in this matter (p. 23). The first is to recognize that colleges and universities and, by extension, union and activities personnel, are in the values games. We constantly make decisions based on implicit value systems, whether it is building a new gallery or a new gym, purchasing new drapes for the union instead of new typewriters for the support staff, or funding a film festival, a dance, or a new art exhibit.

Secondly, it is not a question of who has values and who doesn't, but rather a question of values in conflict. A campus community does benefit, for example, from the addition of a gallery or a recreation area to a union. One could boil it all down to a hard decision based on economic factors: which is more likely to receive outside funding, which is more economical to maintain, which needs more land or more personnel, and so on. However, other factors will enter in the decision: which is more important to the community, which is more urgently needed, and ultimately, which is more beneficial? Each camp will answer the questions honestly and fairly, but in such a way as to favor its choice. This is as it should be—neither side is devoid of values. Rather, each side has competing values.

Finally, Brown argues that values are covert, not overt. The choices are implicit, but often not explicit (p. 23). To follow a trend blindly, for example, is a decision that makes a certain value statement. Better yet is to examine the value system which led to that decision. Is it for the overall betterment of the campus community to follow a certain course? If so, why? What statements do we make when we allow student groups to rent a videotape at the corner store and let them charge admission for its viewing, knowing full well that this is illegal but that the chances of being discovered are slim to nil?

A key component in this values game is the examination of our actions. Do we look at the ramifications of our decisions as they relate to our overall purpose? Are we aware of our overall purpose? Are we consistent in our actions? Do our actions, in effect, support our words?

Out of this new cynicism, this academic seriousness, this new despair, has grown a class of students who can easily see through hypocrisy. These students can see us when we publicly applaud

affirmative action, publicly decry racism, and publicly proclaim our facilities open to all regardless of race, creed, sex, or religion and yet entrust our funds to corporations that invest in South Africa. Or how about the union or activities program that supports alcohol education, BACCHUS, and other intelligent approaches to alcohol consumption, and yet sponsors nickel beer nights at its pub? How about an activities program that sponsors a women's conference one week and a wet T-shirt contest the next? Are we offering a wide array of activities to appeal to our students within an educational context, representing a "well-considered plan for the community life of the college?" Or are we offering what sells, what returns the best investment regardless of social cost, and what boosts business on otherwise slow nights?

One of Brown's key phrases is that values are embodied, not instilled. They are caught, not taught. A television commercial several years ago showed a young father and his son, who is about 4 or 5 years old, in the woods, probably spending what today we might call "quality time" together. The commercial was for the American Cancer Society and showed the son copying his dad's activities. Dad would skip a stone across the lake, and the son would make his best attempt to do the same. Dad would pick up his litter and carry it out, and the son did the same. Dad made sure he bent a limb covering the path rather than break it, and son made sure it didn't break. This occurred with no narration, just the sounds of nature as a soundtrack. Finally, the two took a break. Dad took out a pack of cigarettes and lit one, tossing the pack next to the log upon which the two sat. The son picked up the pack, removed a cigarette, and looked up at his dad. The commercial went to an effective freeze frame and the narrator simply asked: "Like father, like son?"

Dad's values weren't being taught as much as they were being caught. We neither condone nor reject smoking in this instance. We do point out, however, the example of emulation. As educational leaders, our words and actions must be congruent and we must be careful not to say one thing and illustrate another. We must not deny a club's charter because of sexist language and then inform the club officers that when the wording is cleaned up, they can "give it to the girls in the office," when those girls are truly women in their 30s.

But when do our personal beliefs and our personal values intrude upon the public good as opposed to serving as a worthwhile example? When do our beliefs "get in the way?"

Shortly after our paper from the St. Louis conference was published in the *ACU-I Bulletin*, each of us received a telephone call from a student government adviser at a small, publicly supported community college in the Midwest. The student senate, comprised almost entirely of "born again" Christians, was considering a resolution encouraging everyone at the college to pray for the institution and was planning to set the example by doing so at senate meetings. The caller wanted to know if this was legal.

Because we are not attorneys, we could give no legal advice. We cited cases which may have been relevant. We each examined with the woman, however, the impetus of the decision. We learned that she, too, was born again and that she agreed with the students that the power of prayer might be beneficial to the college. We suggested that, if the group requested a "pray for the college" campaign, it include as many religious groups as possible. Rabbis, Moslem leaders, Buddhists, and others should be contacted to provide spiritual guidance. To do otherwise would subjugate the beliefs of others of the student body, even if there were only two or three believers of a particular faith.

We never heard from her again. We hope that if the prayer campaign started it followed our recommendation, even if that was antithetical to the Christians of the group. Though both of us are Christians, are alumni of Christian colleges, and one is an ordained minister, we do not hold that other faiths are false. It is *our* faith. It is not our job to convert questioning students in the union to Christianity. However, using another credo, it is our job to educate and to lead by example. If that example stems from Christian principles, so be it. However, when we believe our faith supercedes others, it is time to step back and re-evaluate our approach.

What of the neo-Nazi group that wishes to use the union or wishes to charter its organization? Such people hold vile views. However, our values, as exemplified in our belief in the Role of the College Union or our "faith" in the Bill of Rights, compel us to allow such groups not only to exist, but to grow and prosper, so long as their growth and existence are within the regulations set forth for other groups. While their anti-Semitism and their white supremacy racism is repugnant, their right to use our facilities for legitimate purposes is extremely important to us.

Such subjects are those gray areas which cause us pangs of conscience. A Nazi speaker, a communist, an anti-American Khomeini supporter, an abortionist, an abortion clinic bomber, or a gay activist may offend us personally and may offend our values. How do we respond to Brown's challenges and to our responsibilities to the union credo as expressed in the Role of the College Union in such instances?

We do so by examining our rationale for the decisions we reach. We do so by encouraging student groups with whom we work to examine carefully whom they invite to speak and whom they deny permission to speak. We are not atheists, but we believe students have the right to hear a legitimate spokesperson for the atheist point of view. We are not communists, yet we realize the need to hear from a communist and what he or she sees is different from our own beliefs. Call it that one must know the enemy to defeat him or her. Or call it that the search for true knowledge is to examine critically not only that with which we are unfamiliar, but that with which we are familiar and comfortable. A true laboratory for citizenship will critically examine not only cultures of microorganisms, but microcosms of cultures as well.

To engage in such study necessitates the invitation of the public to our facilities and to our consciousness. Private examination of such issues works only to a point. True exploration requires that give-and-take which goes on so well in our facilities and in our activities programs. Invite it into your building, but know why you do so. Know how you feel about it viscerally, intellectually, and emotionally. Share this process and let others know the dilemmas you face and how you reach your decisions. To do otherwise is to deny your role as an educator and to cheat yourself out of an uplifting experience as a human being.

The role of college unions and activities in "the renewal of America's public life"

The Association of College Unions-International and its members are concerned about the life of campus communities. An understanding of this value and the participation of professionals in it can be enhanced by the thinking of Parker J. Palmer in *The*

Company of Strangers (1983). Palmer's subtitle, "Christians and the Renewal of America's Public Life," indicates a focus on raising his concern within churches; however, issues of the public life are equally applicable to anyone who is attentive to the life and dynamics of community. Palmer states:

> *The word "public" as I understand it contains a vision of our openness, our unity, our interdependence upon one another. Despite the fact that we are strangers to one another—and will stay strangers for the most part—we occupy a common space, share common resources, have common opportunities, and must somehow learn to live together. . . . But a vision of the "public" is not enough and exhortation will not bring that vision into being. We need a living process to experience ourselves as a public, a process suggested by the phrase "a public life." . . . My interest, then, is not simply in the static concept of the public, but in the dynamic process, known as the public life. (1983, pp. 19–20)*

In developing his thesis, Palmer cites 10 characteristics of the public life and describes each accordingly (pp. 40–46):

> *Strangers meet on common ground.* The foundation of life together is not the intimacy of friends, but the capacity of strangers to share a common territory, common resources, common problems—without ever becoming friends.
>
> *Fear of the stranger is faced and dealt with.* Public interaction brings the stranger down to human scale and makes our perceptions less paranoid, more realistic.
>
> *Scarce resources are shared and abundance is generated.* Since we live in a world of shortages, a public must form to decide how the scarce resources can be distributed to the optimum benefit of all.
>
> *Conflict occurs and is resolved.* We learn to adjust, compromise, correct our course so that conflict is minimized and the movement of the whole becomes possible.
>
> *Life is given color, texture, drama, a festive air.* Public life gives us a chance to experience the fascination which is the other side of fear and the creative ferment which is the other side of conflict.
>
> *People are drawn out of themselves.* Another function of public life is to help us develop the other-interest which can bring us out of a simple self-interest.
>
> *Mutual responsibility becomes evident and mutual aid possible.* We will build relations of compassion in our society only as more and more people gain personal knowledge of such needs through the flow of public life.
>
> *Opinions become audible and accountable.* When we express ourselves in public, we are heard by strangers who may dispute our facts or hold different points of view.
>
> *Vision is projected and projects are attempted.* It may be an idea, a book, a work of art, a social movement or program. Impulses such as these, however private their origins, seek public expression as a plant seeks light—and for much the same reason: to be nurtured to growth.
>
> *People are improved and protected against the power.* The public life teaches us about our common interest and difficulties, and this strengthens us against the illusion that we stand alone.

These concepts can be linked with the basic goals of the Association of College Unions-International and the day-to-day work of student activities and union field professionals who oversee public spaces, activities, and programs, and who attempt to increase opportunities for individuals to interact and for community to be formed.

By their very nature, college union facilities and many of the programs of student activities offices are designed to provide common ground. The spaces created are neutral in the best sense of that word, meaning not that nothing of value or merit is going on therein, but rather that no admission ticket is needed, no litmus test demanded as is so often the case with college activities and groups. In various places on a college campus, one must look just right and behave as others might expect in order to gain acceptance. In healthy contrast, the union is a sanctuary, a common space where people may remain strangers yet still relate around an array of concerns, issues, and activities.

Many people fear the stranger as someone different, foreign, and not found within one's circle of friends. Various programs, employment opportunities, cosponsored activities, and student organizations provide the opportunity to see the stranger as less fearsome. The stranger is one who sits across the table at a meeting or who attends the same program.

How many students have—through their involvement on a union governing board, program committee, or other campus activity or organization—come to respect and possibly even admire someone who at first was threatening, distant, or seen as the opposition due to differing opinions? The development of human bridges and contacts, even in unintentional ways, are enrichments of the public life.

In a nation developed in large part on a sense of the frontier and the ability to move to less inhabited areas, college campuses are striking counterpoints. How many times is the lack of space in a building or throughout the campus bemoaned? How often is the wish expressed for a program to be held in a different area, or complaints heard from student groups that have to share organization spaces instead of having private offices? Campus communities are forced to deal with the reality of shared resources in space and budget. This has been particularly true since the boom years in higher education in the 1950s and 1960s. Space allocation is an issue as groups compete for access to meeting rooms, program time, lobby areas, and student organization offices. Budgets go only so far and students are often required to make difficult decisions. In the midst of these issues is an opportunity for people to learn through the sharing of resources and to see more activity generated through collaboration and cosponsorship of activities. Two organizations pooling program budgets and human resources can make a program more than doubly as attractive and effective as either could have done separately.

Such situations inevitably produce conflicts. Perhaps advisers and facilitators would feel less beleaguered if they could see opportunity in such conflicts. Student members of organizations must learn the art of compromise rather than risk bringing the life of the organization to a halt because of chronic impasse. Those responsible for budget allocations to various student organizations

face difficult choices. They are forced to determine how much of the total budget each should get and to deal with the differing voices advocating specific organizations and their programs. Learning to resolve conflicts is a meaningful educational purpose and an essential skill attained from institutions of higher education.

Certainly life on a college campus or in any community rarely experiences its fill of levity, gaiety, and festiveness. Opportunities for celebration bring a community together. Sometimes such events are planned well in advance and other times they happen spontaneously in response to events within the life of the community. The utilization of "new games" and the type of energy and creativity generated by resources such as Playfair or the Paul Winter Consort can provide group experiences highlighting recreation, festivity, and celebration. Student affairs personnel need to support such activity on the campus in the face of the pressures and concerns about academics, careerism, and the difficult issues facing the world.

Self-interest and self-concern have become characteristics attributed to today's college students. The same activities which draw some individuals outside of themselves merely provide others the opportunity to develop and build their resumes. In the latter case, participation may lack some of the more altruistic motives desired and be little more than a *pro forma* exercise. Student organizations can provide the setting for their members to understand the interrelationship of the many organizations and to grasp the larger picture of the life of the community. As a positive example, college students and their organizations have participated in fund-raising activities for charities, volunteered time and labor to community causes, and responded to human needs.

When led to assist the less fortunate and the less able, students are drawn to see the intertwined nature of life. An interesting paradox exists on college campuses. We think of campuses as being inhabited by the best and brightest young people in the country. But even among those who possess sound intellectual ability and often come from above average financial resources, there are great personal needs. Campus activities programs and the special involvement of students underscore the value of helping and supporting others. Not only does the stranger become less strange, but those in need reveal themselves more readily by becoming known in personal ways to others.

College unions and the activities planned by student organizations are ideal settings for the public expression of opinion and concern. Porter Butts reminded the profession recently that the beginning college union movement in England centered on debates, the discussion of issues, and lectures on a wide array of topics (Butts, 1984). The soapbox remains a popular phenomenon in the parks of London and other major cities in England. To this day, people in the unions at Oxford read a variety of newspapers from around the world and discuss the issues over morning coffee and tea. College unions and activities professionals in this country would benefit by translating such informal behavior and activity into our campus life. Of Palmer's 10 characteristics, the one most obviously connected to the life of the college union is that of vision being projected and projects attempted. The union shows its vitality most when it taps the resources and creativity of its community. Likewise, student activities are most alive when community members are encouraged to develop private interests and impulses into various forms of public expression. Although much of this activity happens as a matter of course, it should not be taken lightly nor assumed as a reality without constant nurture and support.

Finally, the entire cocurricular program of a college campus provides opportunities for learning and exhibiting skills of "collective action, skills of leadership and decision making and creative resolution of conflicts" (Butts, 1984, p. 1). Again, such involvements need to be encouraged and taken seriously. Interestingly, Palmer points out that all of this begins not with politics and formal institutions, but with human interaction. Historically, a wise and well-formed division has existed between student government and program boards, social councils, and other committees engaged in student activities and programs. This has not minimized the importance of student government and students' participation in it. Rather, this distinction underscores the no less important need for people to band together around common concerns and programs rather than remain isolated as individuals. At their best, student organizations set a climate for such participation and encourage informal interactions among students. Palmer's typology of the basic functional aspects of public life affirms the purpose of the college union and student activities. Simultaneously, this perspective on the community and public life of the campus provides an ideal and some guideposts along the way to challenge and support the ventures and demands of our mission. In the area of public life, our public image is most pronounced. That image is further enhanced through its relationship to the personal value and commitment we place in the public life.

Conclusion

As Brown has so aptly affirmed, higher education is indeed in the values game. Great care is demanded in knowing ourselves, our values, and how we function in interactions with people and the decisions of administration. As professionals, we should not shirk responsibility for continually assessing these values and acting in a manner reflecting knowledge of their appropriate place. This is an extremely personal and sensitive matter. It is also one with a given definition and partial role within the public domain. In the final analysis, our public image and private beliefs can be no more separated professionally than can religion and politics in American national life. This requires juggling and balancing in the face of great ambiguities.

Because of the nature of their work, student affairs professionals need to root their lives in foundations and principles of meaning and conscience. Each person must examine his or her own personal values, norms, and mores. These are rooted in specific religious faith for some people while others develop spiritual or philosophical approaches to life from a variety of sources outside of formal organized religion.

Added to these elements are the shaping influences of society as a whole and the communities of which we are a part. Professionals can draw on statements of purpose which are set forth and affirmed as guiding principles. These can be coupled with collegial discussion providing insights as to how judgments and decisions are made and religiously sensitive situations handled.

Great care must be taken to avoid judging the faiths of others. We must respect the freedom of those we come in contact with to express their views and values. This does not mean checking critical faculties at the door. Certainly as educators we have an equal right to express values, but in whatever specific cases and

circumstances, this should be done with care and sensitivity. One way to do so is to place oneself as the receiver of a comment or response. The college union and student activities profession reveres those who exhibit care, concern, compassion, and love for students and colleagues. If an individual's expression of these elements is rooted in religious faith or a form of private belief, the attendant values must have latitude to show. In short, basic personal values should be manifest in our work and in specific situations may be applicable in personally helpful ways to those with whom we have contact.

A common belief is that numerous institutional structures and a variety of formal and informal foundations for personal behavior were reduced in the late 1960s and the early 1970s. Agreement or disagreement with the changes that occurred under the heading of a retreat from *in loco parentis* is not at the heart of the debate here. What is of concern returns us to Brown's assumptions about values. Changes occurred in response to conflicts, many of which were rooted in value assertions. The discourse raged for the most part at a superficial level, failing to force individuals and their communities to grapple with the true value assumptions lying beneath the issues. In a sense, this was a movement away from acknowledging the importance of values, and a vacuum was created in the absence of values.

Is it possible to return to the arena of debate about community standards and personal responsibility by addressing value assumptions? Could the public life of the campus be renewed through an encounter with the covert and overt value assumptions within our institutional and personal lives? Would such a movement fill the vacuum in a more creative and responsive way than by mandating structures in a veiled attempt to reinstate *in loco parentis?* By discussing value assumptions, individuals could avoid becoming privatized and, thus, be protected against control by a central power, a concern raised by Palmer. Maintenance of dialogue between diverse individuals and groups on the campus can minimize barriers and isolation.

In the final analysis, we confront larger and deeper questions than those with which we began. Discussion of public image and private beliefs edges us closer to an examination of spirituality and the spiritual dimension of life. In a creative way, here we may find common ground for continued dialogue amidst differing opinions about beliefs and image. We can do so by reaching for a great degree of religious toleration and believing that existence is possible in the resulting tension. This is not a simple task, as our forebears in the Massachusetts Bay Colony discovered more than 300 years ago. Therein lies an unfortunate and instructive example of how those escaping religious persecution became, within a few short years, intolerant enough to force others to flee in search of religious freedom.

Acknowledgement that we are in the values game and are, in part, involved in the spiritual game can lead us to address these issues whether we be evangelical Christians, members of the Jewish faith, mainline Protestants, Catholics, adherents to any other of the world's great religious traditions, or non-believers. We are engaged in improving the quality of people's lives, enhancing the meaning they derive from life, and dealing with personal issues. Our professional roles are intermingled with our human interactions in the community. This realization can support an examination of our private beliefs and, both individually and corporately, a deepened understanding of our public image.

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Homophobia and heterosexism in the college union

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Homophobia is only one form of oppression in the American culture. Other forms include racism, sexism, classism, and ageism. Homophobia developed in this society in the same way as the other isms, and the connections between homophobia, racism, and sexism are important to understand if for no other reason than to see homophobia in our culture as a unique form of oppression.

One of the characteristics of power or privilege is control. The people who are not targets of oppression are people who make the rules in this society. Because they make the rules, set the standards, and determine the values, they also determine what is right and what is wrong. Therefore, their way, their values, and their standards are right. This rightness gives them the ultimate right, which is control. And that control is power.

This control is administered economically, legally, through the morals they set and determine, and ultimately through violence. The unempowered are often lumped into groups for stereotyping. "All women are emotional; all people of color are lazy; all gay men and lesbian women are sick." That kind of stereotyping denies the entire population its individuality. People on the unempowered side are often said to have a power to corrupt the privileged. Women are said to be seductive; people of color, violent and dangerous; gay men and lesbian women, recruiters of children and spreaders of disease; and the poor drain the financial resources of our society. If all the unempowered groups were put together globally, they would outnumber the empowered or the privileged. For the unempowered, the notion of identifying with one another, the notion of coalition, is important because it would change the balance of power. Those with the power, the privileged, realize this and that is their basis for needing to maintain control.

One of these unempowered target groups is gay men and lesbian women. A full range of diversity exists within the gay community as within the straight community. Gay men and lesbian women are of every race, color, creed, nationality, religion, political persuasion, and profession. The gay experience is the human experience. All of us have little or no formal training in the area of human sexuality. For those of us who have had training in the area of human sexuality, the topic of homosexuality, if addressed at all, was covered in one session or in one chapter in a textbook, and that one session or chapter was presented or written primarily for the heterosexuals in the class. When this subject is covered in the classroom, frequently it's done through a "zap," a visit to the classroom by a group of local gay men and lesbian women, usually students, usually very young, very idealistic, frequently angry, and very political. Unfortunately, this method, instead of educating, reinforces the stereotypes of many of the people in the room. If all of us in general have had little or no formal education on human sexuality, the sexuality education of gay men and lesbian women has been all but ignored. This approach to education is heterosexist in that it assumes that everyone is heterosexual or *chooses* not to be. It discounts the educational needs of gay men and lesbian women, and at the same time it reinforces heterosexist values. It says to gay men and lesbian women, "You are less than fully human and choose to be that way."

In the classroom when the topic of homosexuality is raised, it's usually presented in a way that comes across as "us" talking about "them" for the benefit of "us." When we're discussing any other topic in human sexuality, it's "us" talking about "us" for the benefit of "us."

The foremost text currently being used in college level human sexuality classes today is titled *Human Sexuality*, by Masters, Johnson, and Kolodny, published in 1982. On the cover of that text is a picture of a man and a woman embracing. Two other texts are called *Sexual Decisions* and *Sexual Choices*. A fourth book is called *Our Sexuality*, and again, the cover of each book, with the exception of *Sexual Decisions*, has a picture of a male and female embracing. The message to gay men and lesbian women in the class is very clear and often painful.

The Masters and Johnson text defines homosexuality as: "A word that can be used either as an adjective or as a *noun* to describe men or women who have a *preferential* sexual attraction to people of their same sex over a significant period of time" (emphasis added) (Masters, Johnson, & Kolodny, 1982, p. 316).

Terms such as homosexual, gay, and lesbian should not be used as nouns. When used as nouns, they define gay men and lesbian women as sexual beings only and less than fully human. The only thing we can conclude about gay men and lesbian women is the gender of their sexual or affectional partner. Yet all of us are aware of the stereotyping, snide remarks, and sick jokes about gay men and lesbian women that deny this entire population their individuality. For many people, the word *homosexual* refers both to people and to an illness. When that term is used as a noun, person becomes synonymous with illness. It's no wonder that the notion of equality for gay men and lesbian women is still bitterly resented by so many in society. This kind of reaction is classically homophobic; it assumes that homosexuality is an illness and that gay men and lesbian women are diseased and disturbed. When homosexuality is used as a noun, gay men and lesbian women are denied full personhood in exactly the same way that racism and sexism deny full personhood to people of color and to women. In the book *The Lonely Crowd*, David Riesman says that in our culture non-conformity is the major sin, "perhaps the only sin." In a world where conventionality is synonymous with normality, unconventional becomes synonymous with abnormal or sick. The notion that homosexuality is an illness gives permission to liberals and other minority groups to resent the gay quest for full minority status, for personhood. In his article, "The Homosexual's Jew,"

Seymour Kleinberg says, "These groups (liberals) have no desire to prohibit homosexuality but feel entitled to be offended by it."

This also leads to a phenomenon in our society that says it's easier to be a gay man or a lesbian woman than it is to be part of any other minority group. This assumption is made because it is assumed that you can hide your sexual orientation, you can pass. The notion is that if you don't make waves, if you're discreet, if you stay in the closet, you can get by just like anyone else. This kind of notion could prevail only in a society where it's assumed that what everyone else thinks is more important than what you think. This kind of reasoning carries with it an extremely high emotional, psychological, and physical price tag. At the very least other minority groups have families and friends to help them come to some understanding of the ignorance and fear that lead to the prejudice and bigotry they will have to face. But who does the gay teenager turn to? The incidence of drug abuse, alcoholism, and sexual promiscuity that exists in the gay community is often attributed to homosexuality when in fact it's a result of the homophobia that gay men and lesbian women have to confront day in and day out. Given that gay men and women have to wade through ignorance, bigotry, and prejudice almost every day of their lives and do it alone without the support of family, clergy, or friends, the wonder isn't that the incidence is so high; the wonder is that the incidence isn't even higher. And the wonder is that so many gay men and lesbian women are ultimately successful in dealing with their lives.

In their definition, Masters and Johnson also used the term preferential. Preference implies choice. Sexual orientation isn't a matter of choice. People can choose whether or not to express or to act on their sexual orientation, but they do not choose their sexual orientation. They can't be a homosexual man or a lesbian woman just because they want to be. Those who secretly fear being homosexual themselves or secretly fear that a loved one may be often live in the false hope that homosexuality is a choice.

Within the gay and lesbian community, the terms gay and lesbian, when used as adjectives, are preferred over homosexual because they acknowledge and validate the fact that gay men and lesbian women are more than sexual beings and are capable of relating fully, both sexually and affectionately, to another individual. Sexual orientation and affectional preference are terms which are not synonymous. Often people use them interchangeably. They are also not terms that refer just to gay men and lesbian women; they refer to all of us. Everyone has a sexual orientation or affectional preference. Perhaps most important is that many of us, both gay and straight, are not capable of focusing both our sexual orientation and our affectional preference on one individual. Some men and women have very clear heterosexual orientations, but they prefer to interact affectionally with the same sex. Men who, for instance, find women uninteresting, chatty, boring, and mysterious may consequently build all their affectional relationships with other men: their buddies, their hunting buddies, their bowling buddies, their drinking buddies. No question about their sexual orientation—it is heterosexual. Affectionally, however, all of their relationships are same-sex oriented. Women may have a clear heterosexual preference, but affectionally all of their relationships are with other women: their mothers, their aunts, their sisters, their coffee klatches, etc. The healthy individual, gay or straight, is the one who can relate fully, both sexually and affectionally, to one individual. Gay men and lesbian women are not exceptions. Many have a very clear homosexual orientation, but almost all of their affectional relationships are with members of the opposite sex. A gay man may have no question about his sexual orientation, his choice of sexual partners, but all of his affectional relationships and friendships are with women. Masters and Johnson, by failing to incorporate an affectional aspect into their definition of homosexuality, create an additional problem for gay men and lesbian women by again focusing on gay men and lesbian women as sexual beings only.

What causes homosexuality? What causes heterosexuality? The appropriate question is what causes sexual orientation. The homophobic question of what causes homosexuality can be followed by questions equally as homophobic, such as how can homosexuality be prevented or cured. Homosexuality deviates from the norm only when heterosexuality is assumed to be the norm, the only natural form of sexual expression. Because heterosexuality is the statistical norm, many assume that is the only natural form of sexual expression. Using that reasoning, it would then be abnormal to be male or white. The latest information on homosexuality was presented in 1981 by the Kinsey Institute of Sex Research in a publication titled *Sexual Preference*. The study found little or no support for most of the traditional theories about homosexuality. The researchers concluded that a homosexual orientation usually seems to emerge from a deep-seated predisposition possibly biological in origin.

There is no one definition of homophobia. Just about every expert in the field of human sexuality has his or her own definition, which usually comes down to "an irrational fear of same gender feelings." These fears are rooted in sexism—that is, they're rooted in the devaluation of women in our culture. These fears also create a mechanism for sex role conformity. In other words, homophobia enables the homophobe, by having clearly defined sexual parameters, to avoid any activity which for men may seem feminine, sissy, or any activity which for women may seem too masculine or butch. Letty Pogrebin (1981), in her book *Growing Up Free*, has a wonderful quote: "Let's be honest," she says. "I may have persuaded you that sex stereotypes are bad, that role-free family life is good and non-sexist sexuality makes sense. But for many parents apprehension about non-sexist child rearing boils down to one question: will it make my child a homosexual?" Another quote comes from Dr. William Johnson, a clergyman in the United Church of Christ: "The demand for gender role conformity backed up with invocations of divine condemnation creates a fertile ground of justification for the homophobia of millions of Americans. Most homophobic Americans deem their prejudice against lesbian women and gay men to be natural, desirable, and God-ordained. Racism and sexism are not natural nor desirable nor God-ordained. Neither is homophobia" (Johnson, Note 1).

We need to recognize that in this society no single minority group, including women, though they're not a numerical minority, has ever been given its rights or its civil liberties through the will of the majority or through the ballot box. If we wait for the majority to act, we'll be waiting forever.

As educators, part of our challenge is to facilitate ways in which our students can confront and deal with issues that are threatening, issues that are risky. That's not easy, and there are no easy

answers. In this culture that's to be expected, and that makes it all the more challenging.

I have three very general suggestions for how we can work within the college union field to combat heterosexism and homophobia; how we can assist the gay male/lesbian female teenagers or students, colleagues, and community members; and what we can offer in the way of support. These are suggestions of what we can do as an international association, as regional associations, in subregions, and on individual campuses.

Educate. The education process can take place in many ways: workshops, seminars, extended learning experiences, one-on-one, and human relations training programs. As an association, as a regional association, as a campus office, we need to be able to assist in the development and implementation of educational programs. Perhaps the best way to begin is by plugging into some program that is already in place, such as a human relations training program on campus or some consciousness-raising or awareness-raising program that already exists. Make available films and publications that are informative about homosexuality.

Support. We must be able to show college union professionals how to provide a supportive atmosphere, the kind of atmosphere in which issues of heterosexism, homosexuality, gay awareness, and homophobia can be addressed, and gay organizations can be established on campuses and in communities. We can provide support by making resources available. Let us provide funds, office space, staffing, and equipment for gay and lesbian organizations.

Provide role models. The time is long overdue when we need to recognize that *openly* gay men and lesbian women in our college communities can provide role models that are invaluable to all of our students. It will be the first time that many of our straight students have an opportunity to interact on a regular basis with an *openly* gay man or lesbian woman. And the value to gay men and lesbian women in the college community in terms of generating self-respect, self-esteem, and encouraging their involvement in the community is invaluable. Every time a gay man or a lesbian woman has an opportunity to be in a non-traditional role it provides education for our straight students and support for our gay and lesbian students.

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Student retention and the use of campus facilities

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The multitude and complexity of variables affecting student retention have been described in the literature (Pantages & Creedon, 1978). Until recently, however, the focus has been upon academic rather than non-academic variables in student persistence. Three writers have conceptualized models of retention which have emphasized the importance of the non-academic environment in student retention. Each presents some evidence to suggest that use of the institution's facilities and participation in student activities related to those facilities may foster student retention.

Tinto (1975) suggested that those students who better integrate their academic and social lives at an institution are more likely to remain in school. Using the facilities provided by an institution might be seen as an important part of the social experience. In a national study of college dropouts, Astin (1975) presented evidence suggesting that student involvement and identification with an activity or program at an institution was related to an increased probability that the student would remain in school. Thus, the use of facilities and participation in student activities and programs may be an important element in Astin's concept of "involvement and identification." Sedlacek (Sedlacek & Brooks, 1976; Tracey & Sedlacek, 1984, 1985) provided a framework of non-cognitive

variables (which are particularly valid for predicting minority student retention) to explain student retention. This framework includes several variables that could relate to use of facilities, including students' concepts of their relationship to the institution and campus community involvement.

In a study of student retention and usage of campus facilities, Churchill and Iwai (1981) found that students with low GPAs who continued their studies in a major Western university were more likely to use campus facilities than students with low GPAs who dropped out. They examined 10 services/facilities: the library, campus housing, campus food service, recreational facilities, academic advisement, career services, financial aid, student health services, and the university counseling service. Unfortunately, the authors did not present separate data for each type of facility/service. The mixture of services and facilities makes it difficult to sort out the policy implications underlying their findings.

The college union on many campuses has evolved into much more than a place to buy lunch or shop for books. On these campuses, the union may serve as the principal meeting place, recreational center, and source of information about campus activities for students. At one large Eastern university campus, more than 22,000 people enter the college union on a typical day of operation, a number equal to nearly half of the total combined campus population of undergraduate and graduate students, faculty, and staff (Hubler, Note 1). Many campus organizations hold their regular meetings and present their recruitment information in this union. In addition, research suggests that minority students use the union as a meeting place and possible source of "social integration" to a larger extent than majority students (Webster & Sedlacek, 1982), and students who are relative newcomers to the university use the union to a greater extent than those who have been on campus longer (Mallinckrodt & Sedlacek, Note 2). This literature suggests that college unions may provide an important source of social integration for students "at risk" of dropping out. Despite the importance of this question, no study could be located which directly investigated the relationship between students' involvement in their campus unions and persistence in their institutions.

The purpose of this study was to determine if use of certain campus facilities, including the college union, was related to student retention.

Method

A stratified random sample of second semester freshmen at a large Eastern university was administered a 24-item questionnaire on their use of campus facilities such as libraries, residence halls, college union, gymnasium, and dining halls. Usable returns were received from 207 students (67 percent return rate). Samples consisted of white males, white females, black males, black females, males and females with GPAs lower than 2.00, and male and female international students (see Table 1).

Discriminant analyses were conducted at the .05 level to predict retention (continued enrollment) at the same university the next fall and the following spring.

Results

Table 1 shows that 80 percent of the 207 students returned to school the next fall, and 75 percent were still enrolled the following spring. The highest retention rate the next spring was for white males (89 percent), and the lowest retention rate was for low GPA males (52 percent).

Table 2 shows the significant predictors of student retention for all students and black students for one and two semesters after the initial data were collected. Uses of academic facilities which were related to retention for students in general for both semesters were (1) studying, (2) research, and (3) number of hours spent in a campus library.

Uses of non-academic facilities related to retention for both semesters were: (1) attending a dance or concert in the college union, (2) eating in a campus dining hall, and (3) working as a campus employee.

For black students, the only academic facility use relating to retention was studying in a campus library while use of two non-academic facilities predicted retention: "considered an outdoor recreation trip sponsored by the union," and "hours per week spent in a campus gym." The use of the gym was a predictor for one semester enrollment only.

Table 3 shows the correct "hit rate" or predictions of students in each sample to be persisters or non-persisters in school. Overall, predictions ranged from 82 percent for blacks in the fall semester to 61 percent for students in general in the spring. Black persisters were correctly predicted 90 percent of the time in both fall and spring, but non-persisters were correctly predicted only 33 percent of the time in the spring.

Discussion

In general, it appears that students who use the library are more likely to stay in school. Four of the six significant predictors for students in general concerned the library. However, for black students, only one of the three significant predictors involved the library. Tinto's and Astin's models both support the potential value of campus libraries in enhancing retention.

The findings highlight the importance of special programs emphasizing the value of the library through academic departments as well as through student affairs units. Involving students in the use of the library on their first visit to campus might be a useful part of freshman orientation. For instance, giving new students library assignments as individuals or in groups and presenting awards for the best completion of a task might be useful. Also, most orientation programs include academic advisers, who could be involved in these projects in addition to the library staff.

Counseling and career development centers can also stress increased library use and familiarity with library facilities. Tasks relating to library use could be incorporated easily in vocational or study skills counseling. Programs in other areas of student affairs such as student activities or resident life could also be developed.

The finding that non-academic variables may be more important than academic variables in black student retention is compatible with Sedlacek's work on the topic. Sedlacek contends that non-academic variables are prerequisites which must be dealt with before black students can concentrate on academic considerations (Sedlacek & Brooks, 1976; Tracey & Sedlacek, 1984, 1985). Policies that allow the maximum number of hours of student use of campus gyms and athletic facilities may help retain black students. Designing or remodeling such facilities to meet the particular needs of black students, as well as programs to familiarize them with those facilities, might be especially helpful.

TABLE 1
Academic Persistence by Subgroup

Subgroup	No. Registered Initially in Spring	No. Remaining Next Fall		No. Remaining Next Spring	
		N	%	N	%
White males	44	39	89	39	89
White females	52	47	90	42	81
Black males	11	8	73	7	64
Black females	22	18	82	16	73
Low GPA males*	25	15	60	13	52
Low GPA females*	24	15	63	14	58
International students—male	19	16	84	16	84
International students—female	10	8	80	8	80
TOTAL	207	166	80	155	75

**GPA less than 2.00 on a 4 point scale*

TABLE 2
Significant Predictors of Student Retention

All Students		Black Students	
Attended dances or concerts in union	(F, S)	Considered outdoor recreation trip through union	(F, S)
Studied in undergraduate library	(F, S)	Studied in undergraduate library	(F, S)
Hours spent in main campus library per week	(F, S)	Hours per week spent in campus gym	(F)
Ate in campus dining hall	(F, S)		
Hours spent in undergraduate library per week	(S)		
Worked as a student employee	(F, S)		

Using discriminant analysis at the .05 level. F = predicted retention for next fall. S = predicted retention for next spring.

TABLE 3
Correct Predictions of Persisters or Nonpersisters

	All Students		
	Persisters	Nonpersisters	Overall
Fall	74%	73%	73%
Spring	62%	58%	61%
	Black Students		
	Persisters	Nonpersisters	Overall
Fall	90%	67%	82%
Spring	90%	33%	71%

Using items in Table 2.

It is particularly interesting that an outdoor recreation program sponsored by the union was a useful predictor of retention. Signing up for such a program may be a sign of trust and commitment by a black student which goes beyond the other items which were significant predictors. As noted earlier, Sedlacek's variables of seeing oneself as part of the campus (self-concept) and being a part of the community provide a context for interpreting this finding. A use of facilities that emphasizes increased commitment and identification with the campus community will be particularly important for minority students. Outdoor recreation programs themselves should be supported and appear to be receiving more emphasis in college union programming. This is evidenced by the emphasis on such programming at the 1985 Association of College Unions-International annual conference.

The role of the union in student retention was further emphasized by the finding that students in general who had attended a dance or concert at the union were more likely to stay in school. Further research exploring the unique role that unions may play in student retention should be considered. It appears that specific use of the union (e.g., outdoor recreation, dances, and concerts) rather than hours spent in the union, as was the case with the library, is related to retention. Encouraging the union to offer more programs aimed at students in general and specific groups such as black students might have a positive impact on student retention.

In conclusion, it appears that the use of campus facilities is related to retention for students in general and for black students in particular. While library use was related to retention in both groups, use of non-academic facilities was particularly important for black student retention. It appears that student affairs administrators have the potential to influence student retention, depending on how they manage these facilities.

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Part five: Business of the Association

Role of the College Union

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the *living room* or *hearthstone* of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.
3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.
4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

Officers of the Association

Executive Committee

President
Cynthia Woolbright, Bentley College

President-elect
Joseph H. Benedict, Long Island University–C.W. Post Campus

Immediate Past President
LeNorman Strong, Cornell University

Vice President–Regional Affairs
Peter Neville, Trinity University

Vice President–Committee Affairs
Winston Shindell, Indiana University

Chairperson, Education Commission
Manuel Cunard, Colorado State University

At-Large Member
Shirley Plakidas, Louisiana State University

At-Large Member
Randy Donant, University of Massachusetts

Student Member
Darrell Kasper, University of Wisconsin–Milwaukee

Executive Director
Richard D. Blackburn
400 E. Seventh St., Bloomington, IN 47405

Regional Representatives

Region 1
Daryl Hendery, Westfield State College

Region 2
John Karr, Wilfrid Laurier University

Region 3
Joseph Cavalla, Rider College

Region 4
Don Moore, Frostburg State College

Region 5
E. Suzanne Straub, James Madison University

Region 6
Frank Wilson, Kennesaw College

Region 7
Fritz W. Balmer, GMI Engineering & Management Institute

Region 8
Michael Poe, University of Illinois at Chicago

Region 9
Deborah Anderson, Purdue University

Region 10
William S. Blain, North Dakota State University

Region 11
Katherine Giele, University of Kansas

Region 12
James Randolph, Texas A&M University

Region 13
Floyd Land, Arizona State University

Region 14
Denny Freeburn, Boise State University

Region 15
June Lingo, California State University, Los Angeles

Region 16
Vince J.I. Vaney, Lincoln College
Canterbury, New Zealand

1985 Conference Program Committee

Chairperson
Ellie Oppenheim, Stanford University

Host Director
Dan Cornthwaite, San Diego State University
William Brattain, Western Illinois University
Nadine Felix Olmsted, University of California, Los Angeles
Cliff Holt, University of New Mexico
Dave Hubler, University of Maryland–College Park
Richard Jackson, California State University, Chico
David E. Johnson, California State Polytechnic University
Mark Panatier, University of California, Los Angeles
Sam Lutrin, California Polytechnic State University

Product Exhibits Committee

Chairperson
James Zwickey, Mankato State University
William R. Dunbar, Drake University
John Lewton, University of Toledo
Thomas J. McCarthy, SICO Corporation
Lawrence Moch, Southern University
E.J. Ritter Jr., Bradley University
Tom Shubert, Texas Tech University
George E. White, Mississippi Valley State College

Special Appointments

Director of Development Fund
Roger E. Wehrle, Georgia Institute of Technology

Task Force on Student Development Chairperson
Randy Donant, University of Massachusetts

Past Presidents

1922	J.B. Bickersteth, University of Toronto
1923	M.M. Anderson, University of Minnesota
1924	Thomas Hart, University of Pennsylvania
1925	J.E. Walters, Purdue University
1926	Foster M. Coffin, Cornell University
1927	Rufus H. Fitzgerald, University of Iowa
1928	Marion M. Tillman, Vanderbilt University
1929	Rufus H. Fitzgerald, University of Iowa
1930	Paul B. Hartenstein, University of Pennsylvania
1931	Foster M. Coffin, Cornell University
1932	Porter Butts, University of Wisconsin
1933	Edward S. Drake, Ohio State University
1934	Nelson B. Jones, Brown University
1935	Raymond H. Riggs, Michigan State College
1936	Carl Lauterbach, University of Rochester
1937	Lloyd M. Vallely, Purdue University
1938	G. Ray Higgins, University of Minnesota
1939	J.E. Patrick, Indiana University
1940	Harold E. Pride, Iowa State College
1941	Robert Parke, University of Buffalo
1942	Walter H. Heideman Jr., Wesleyan University
1943-46	Foster M. Coffin, Cornell University
1946-47	D.R. Matthews, University of Florida
1947-48	Douglas O. Woodruff, University of Utah
1948-49	Vernon L. Kretschmer, University of Illinois
1949-50	Donovan D. Lancaster, Bowdoin College
1950-51	Duane E. Lake, University of Nebraska
1951-52	Franklin C. Kuenzel, University of Michigan
1952-53	Charles D. Owens, University of Washington
1953-54	Louis D. Day Jr., University of Pennsylvania
1954-55	William E. Rion, University of Florida
1955-56	Frederick Stecker, Ohio State University
1956-57	Earl E. Harper, State University of Iowa
1957-58	George L. Donovan, Pennsylvania State University
1958-59	J. Wayne Stark, A&M College of Texas
1959-60	Chester A. Berry, Stanford University
1960-61	Gerald O.T. Erdahl, North Carolina State College
1961-62	Floyd I. Brewer, University of Cincinnati
1962-63	Abe. L. Hesser, Oklahoma State University
1963-64	Max H. Andrews, New York University
1964-65	A.L. Ellingson, University of Oregon
1965-66	William D. Scott, University of Houston
1966-67	George F. Stevens, Oregon State University
1967-68	Richard Blackburn, Kansas State University
1968-69	Edwin O. Siggelkow, University of Minnesota
1969-70	Robert A. Alexander, University of California, San Francisco
1970-71	Harold W. Jordan, Indiana University
1971-72	Boris C. Bell, George Washington University
1972-73	Shirley Bird Perry, University of Texas–Austin
1973-74	Ronald C. Barrett, San Jose State University
1974-75	C. Shaw Smith, Davidson College
1975-76	Ernest L. Bebb Jr., University of Utah
1976-77	Ronald N. Loomis, Cornell University
1977-78	Bruce T. Kaiser, Northwestern University
1978-79	Lyle S. Curtis, Brigham Young University
1979-80	William H. Spelman III, University of Rochester
1980-81	John Ketter, University of Northern Iowa
1981-82	Adell McMillan, University of Oregon
1982-83	Dorothy Pijan, Case Western Reserve University
1983-84	Dale McHenry, Purdue University
1984-85	LeNorman Strong, Cornell University

Conferences of the Association

1914	Ohio State University, Ohio Union
1915	Ohio State University, Ohio Union
1916	Case School of Applied Science, Case Union
1917	Indiana University (cancelled because of war)
1920	University of Michigan, Michigan Union
1922	(March) Harvard University, Harvard Union
1922	(December) University of Toronto, Hart House
1923	University of Minnesota, Minnesota Union
1924	University of Pennsylvania, Houston Hall
1925	Purdue University, Purdue Union
1926	Cornell University, Willard Straight Hall
1927	University of Iowa, Iowa Memorial Union
1928	Vanderbilt University, Vanderbilt Union
1929	University of Wisconsin, Wisconsin Union
1930	Brown University, Faunce House
1931	University of Michigan, Michigan Union
1932	University of Rochester, Todd Union
1933	Ohio State University, Ohio Union
1934	Indiana University, Indiana Union
1935	University of North Carolina, Graham Memorial Union
1936	University of Texas, Texas Union
1937	Purdue University, Purdue Memorial Union
1938	University of Minnesota, Minnesota Union
1939	University of Florida, The Florida Union
1940	University of Pennsylvania, Houston Hall
1941	University of Nebraska, The Student Union
1946	University of Minnesota, Coffman Memorial Union
1947	University of Illinois, The Illini Union
1948	Hotel Roanoke, Roanoke, Virginia
1949	The Broadmoor, Colorado Springs, Colorado
1950	Ocean House, Swampscott, Massachusetts
1951	Michigan State College, Union Building
1952	Oklahoma A&M College, The Student Union
1953	University of California, Stephens Union, Berkeley, California
1954	Edgewater Beach Hotel, Chicago, Illinois
1955	The Greenbrier, White Sulphur Springs, West Virginia
1956	Purdue University, Purdue Memorial Union
1957	Hotel Utah, Salt Lake City, Utah
1958	Michigan State University, Kellogg Center
1959	Deauville Hotel, Miami Beach, Florida
1960	Indiana University, Indiana Memorial Union
1961	The Broadmoor, Colorado Springs, Colorado
1962	Purdue University, Purdue Memorial Union
1963	The Greenbrier, White Sulphur Springs, West Virginia
1964	Indiana University, Indiana Memorial Union
1965	Sheraton-Palace Hotel, San Francisco, California
1966	Hotel Roosevelt, New Orleans, Louisiana
1967	Benjamin Franklin Hotel, Philadelphia, Pennsylvania
1968	Sheraton-Chicago Hotel, Chicago, Illinois
1969	Denver Hilton Hotel, Denver, Colorado
1970	Shamrock Hilton Hotel, Houston, Texas
1971	The Greenbrier, White Sulphur Springs, West Virginia
1972	The Chase-Park Plaza, St. Louis, Missouri
1973	St. Francis Hotel, San Francisco, California
1974	Royal York, Toronto, Ontario
1975	The Diplomat, Hollywood, Florida
1976	Hotel Muehlebach, Kansas City, Missouri
1977	Hotel del Coronado, San Diego, California
1978	Grand Hotel, New Orleans, Louisiana
1979	Stouffer's Cincinnati Towers, Cincinnati, Ohio
1980	Radisson Hotel, Minneapolis, Minnesota
1981	Hilton, San Francisco, California
1982	Hyatt Regency, Dallas, Texas
1983	The Homestead, Hot Springs, Virginia
1984	Clarion Hotel, St. Louis, Missouri
1985	Hotel del Coronado, San Diego, California
1986	Shamrock Hilton Hotel, Houston, Texas
1987	Boston Marriott Copley Place, Boston, Massachusetts
1988	New Orleans Marriott, New Orleans, Louisiana
1989	Hyatt Regency/Ohio Center, Columbus, Ohio

Minutes of the 1985 Annual Business Meeting

Call to order

The 1985 business meeting of the Association of College Unions-International was called to order by President LeNorman Strong on Tuesday, March 26, at 3:10 p.m. in the Empress Room of the Hotel del Coronado, San Diego, Calif. President Strong stated that the agenda for the meeting had been included in the conference delegates' registration packet and that additional copies were available at the entrance to the room. He also called attention to the availability at the door of bound copies of 1985 annual reports to the membership. He then introduced Parliamentarian Frank Cianciola, University of Michigan, who summarized the procedures to be used in the meeting. A complete statement of business meeting procedures was distributed at the door of the meeting room.

Memorial resolutions

President Strong noted that memorial resolutions commemorating William Hoff, Harold Jordan, Carl W. Lauterbach, and Earl Whitfield had been distributed, and he called for a moment of silence. The resolutions follow:

William L. Hoff

On February 22, 1985, the University of Maryland was saddened by the death of William L. Hoff, the first director of the Adele H. Stamp Union, after a long battle with Parkinson's Disease.After receiving his degree in business administration from Maryland in 1949, Bill became manager of the old Recreation Center, a temporary frame war surplus structure which served as the campus center. Construction of the first unit of the Adele H. Stamp Union was completed in 1954, with subsequent major additions in 1963 and 1972. His 25-year tenure as director was a period of constant planning, construction, and development of programs to keep pace with the rapid growth of the University and the Union. He was especially proud of the extensive recreational facilities for bowling, billiards, and games as well as a superior film program housed in a 746-seat movie house in the Union. Upon his retirement in 1974, the Board of Regents of the University of Maryland named this facility the William L. Hoff Theatre in recognition of his many contributions to the development of the Union and the University. He was also recognized by ACU-I in 1975 as a lifetime honorary member.

Bill Hoff was a strong advocate of the college union principle. His warm friendship was extended in a generous manner to all members of the university community. Although Bill had been retired for more than 10 years, the student press stated in an editorial that "the highest honor we can pay him is to use the Union, to fulfill its purpose, for then all of us share his dream, all of us become caretakers of his dream. Such a selfless man could scarcely want more than for each student here to make the Union his own."

Harold W. Jordan

"A warm, comfortable feeling—good friends, self-expression, a relaxing hour or two, time for thought, the convenience of varied services—all this and more, too, is contained in the name Indiana Memorial Union."

—Harold W. Jordan

Harold W. Jordan, a leader in the college union movement and the arts administration field, died May 21, 1984, in Bloomington, Ind. Harold had served Indiana University for nearly 40 years in a variety of capacities including assistant bookstore manager, bookstore manager, director of service enterprises, and the director of the Indiana Memorial Union.

Few administrators in the history of American higher education have served as the president of three professional organizations as well as the vice president of a fourth. Harold served as president of the National Association of College Stores in 1941–1942; president of the International Association of Performing Arts Administrators in 1964–1966; and president of the Association of College Unions-International in 1970–1971. He was also a charter member of the Association of College, University and Community Arts Administrators, and served as that organization's vice president from 1959–1962. Harold served ACU-I as host director for two annual professional conferences including the long-remembered golden anniversary celebration in 1964. That was the last time the ACU-I annual professional conference was held on a college campus, and the hospitality, accommodations, and catering services at the Indiana Memorial Union will long be remembered by those in attendance.

It is one thing to write and talk about what a quality college union should be and quite a different thing to make it happen. The Indiana Memorial Union and the performing arts series at Indiana University stand as testimonials that this individual was an action-oriented administrator who developed quality programs on his campus.

Harold Jordan was always concerned about quality. He required it and got it in all aspects of the Indiana Memorial Union. Harold was every bit as concerned about the quality of the programs the Union Board was presenting as he was about the quality of food service, guest rooms, and general building maintenance. The combination of a college union and a continuing education center under one roof was also a pioneer venture in our field. He planned the Biddle Continuation Center.

The IMU houses an extensive permanent art collection, which was begun and nurtured under Harold Jordan's guidance. Its program pioneered a pops concert series, a comprehensive outdoor recreation area, and the traditional madrigal dinners. He established the union as a center for the cultivation of the cultural, visual, and performing arts.

Harold was active in community and civic affairs, serving as president of the Bloomington Rotary Club as well as a district

governor of Rotary International. He was a former president of the Hoosier Salon Patron's Association.

Indiana University honored Harold Jordan on two occasions. He was presented the first Ross Bartley Award for administrative excellence and in May 1979 was recognized by receiving the university's highest honor, the Distinguished Alumni Award. The certificate presented to this veteran administrator by Indiana University President John W. Ryan read as follows:

"The influence of this sophisticated perceptive gentleman has touched the lives of virtually every student on the Bloomington campus of Indiana University during the middle years of this century. Believing that the total university environment influences its students' education, he developed a creative program of activities and compiled an extensive art collection for the union; and with an eclectic sense of detail he supervised the construction of the Biddle Continuation Center which completed the world's finest college union—a model for those who would copy it and a training ground for those who would direct such a facility. A connoisseur of the arts, he guided the auditorium series committee in bringing outstanding cultural programs to the campus."

Harold Jordan served as a mentor for many people. Numerous individuals who served on his staff went on to direct their own college unions as well as to other responsible positions in higher education. He believed if a job or an activity was worth doing, it was worth doing correctly and with a proper flair. He taught us to push for quality. It was his trademark. Indiana University and our profession are both stronger because he passed our way.

Carl W. Lauterbach

Former director of Rochester University's Todd Union and ACU-I Past President Carl W. Lauterbach died October 9, 1983.

Known for his energy in student activities and student affairs, Lauterbach helped further acceptance of the college union concept by making Todd Union the distinguished "heart of college life at Rochester, without which the . . . student body would be lost."

Lauterbach graduated from Rochester University in 1925 and served as secretary to University President Rush Rhees until 1930, when he became director of the new Todd Union. In 1936 Lauterbach was made manager of the university bookstore, and he later held the jobs of director of university publications and vocational counselor simultaneously. In 1942 he left Rochester University to join Eastman Kodak Company as a personnel assistant, and in 1969 he retired as manager of placement services from Kodak's Business and Technical Personnel Department.

The Todd Union under Lauterbach's direction was a much different place than today's union. Catering mostly to a commuter population and to an all-male student body, the Union concentrated on providing social activities that would give undergraduates "more contact with college life." Organized events such as afternoon coffees, monthly dinners or suppers, smokers, informal lectures, and dances after basketball games were very popular. The success of the Union's programs and facilities and the appreciation of the Union by students and alumni illustrated Lauterbach's adherence to the Union's philosophy as inscribed above the main entrance: "A Union for better understanding and more abundant college life" and "Meeting here on common ground, many will find enduring loyalties."

Not one to stint in working for causes in which he believed, Lauterbach gave generously of his time and energy to university and community organizations. He was active in Rochester University's alumni affairs, serving as president of the alumni organization and of the Alumni Federation Board of Governors. In 1964 he received the University's Citation to Alumni for his success in raising funds and organizing alumni groups around the country. He also devoted much time to the YMCA, Boy Scouts, and a local neighborhood management organization.

Lauterbach also believed in ACU-I, and was active in the Association before it became an international organization. He served on the 1932 conference planning committee and was selected as president in 1935–36, in the days when the president emceed the conference, introduced the speakers, and fielded questions and comments from attending delegates.

Although most of his professional life was spent at Kodak, Lauterbach never lost touch with his alma mater and never stopped believing in the need for quality higher education. "I had a wonderful experience as a student. I grew up in a small college—there were about 500 students at that time," he said in 1964 when asked why he devoted so much time to alumni activities. "The university gave me 17 very happy years. What could be more natural than that I should do whatever I could to enhance it as an educational institution?"

Earl Whitfield

"A door closed today—never to be opened again. It was unobtrusively, quietly closed, with all the dignity and ceremony that we could give it. It was a sad moment, a unique one; a remembering of all the students that had passed through for nearly 30 years. So very many lives touched and changed."

Editorial, ***The Daily Collegian***
California State University, Fresno
January 28, 1985

Earl Whitfield began his involvement with college unions when, as the student body president, he was an advocate for the constitution of the Fresno State College Union. In 1961, Earl began his career in the union and activities field at Fresno. He became the first director of the college union in 1965, overseeing the construction of the building which opened in November 1967. In 1975, he assumed the position of director of student activities along with his continuation as

the director of the college union. Under Earl's leadership, a satellite union was built and opened in March 1984.

His involvement in ACU-I was long and varied. In addition to serving as a presenter and panelist for numerous conference sessions, Earl served on the Resolutions Committee, the Nominations Committee, and the Central Office Audit Committee. He continued his involvement and commitment to ACU-I as a regional representative for Region 15, and as host director for regional conferences and recreation tournaments. From 1978–81, he served as the vice president for regional affairs, and it was during his tenure that the annual summer program for the regional representatives was established. In 1982 he was chosen as ACU-I president-elect, but he resigned in February 1983 for health reasons.

Colleagues, students, and friends describe Earl as a man of strong commitment and conviction to the college union concept. He was a man of fairness and integrity. He had a quiet yet effective presence. He always sought to make decisions that were right and best for the University and the Association. He was able to make an important contribution in all of his endeavors. In a gentle yet straightforward manner, he moved ahead.

Sincerity, warmth, and patience are also words to describe Earl. And, undoubtedly, his humor and wit left their marks on us. He found as much enjoyment in teasing us as in the teasing he received.

While Earl's death is a tragic loss, we were blessed by his presence in the Association and the profession. He will long be remembered as an outstanding colleague and friend. Although an emptiness without him exists, we can cherish the wonderful memories he left us . . . a rich legacy!

Task Force on the Future

Task Force Chairperson Cynthia Woolbright, Bentley College, briefly reviewed the process of developing the Task Force report since receipt of the original charge in March 1983. She expressed special appreciation to the members of the Task Force for their hard work and commitment and noted that a printed copy of the final report of the Task Force on the Future was distributed to the entire membership in February 1985. Ms. Woolbright moved that the report be accepted and acted upon further by the Executive Committee. Ernest Bebb, University of Utah, seconded. There was no discussion and the motion was approved.

Committee affairs

Vice President for Committee Affairs Winston Shindell, Indiana University, stated that his report to the membership, along with annual reports by standing committee chairpersons, had been distributed. Mr. Shindell moved, Peter Neville of Trinity University seconded, and it passed that the reports be accepted and filed.

Annual report of the standing committees

With this report, I conclude my second year as vice president for committee affairs. I thank you again for allowing me to serve you in this position.

As I review the year, I see 1984–85 as a time in which the standing committees of the Association were included as fully participating members of the leadership team. That was probably the most significant achievement of the year. It certainly has the most long-term ramifications. By including all committee chairs in the annual summer meetings of the Association, channels of communication were opened where none had previously existed between the committee chairs and other Association officers. For the first time, committee chairs had an opportunity to share their views directly and to have their input considered in shaping policies and directions for the Association.

Last year also was a year of firsts. The first televised national competition of College Bowl with ACU-I cosponsorship was held in May 1984. The first College Bowl Coordinator's Handbook and the first Regional Recreation Coordinator's Handbook were developed during the year. Training of volunteers was a high priority. Some new competitions were introduced at the local and regional levels of our Recreation Tournaments in an attempt to expand the number of participants. A planned approach for the recruitment of historically black institutions was initiated for the first time, and an ongoing column from the Recreation Committee was published in the *Bulletin* for the first time.

Summer seminars, preconference workshops, conference program sessions, special articles for the *Bulletin*, and resource centers are just a few of the programs and services outlined in the following committee reports. The standing committees are moving and they need your participation. Please feel free to contact any of the chairs or to attend some of the open committee meetings if you are interested. This is one of the easiest and best methods by which you can become an active volunteer at the international level of your Association.

As we approach the end of another conference, we reach the time when the leadership changes and we have a transfusion of new life, new expectations, and new motivations. The standing committees are not immune to this process. Therefore, it is appropriate to give thanks to those professional colleagues who will be retiring and to recognize them for their outstanding contributions to the Association.

Because of Neil Gerard, the College Bowl program is much stronger today than in the past. Our coordinators and volunteers are much better trained and prepared.

I have never worked with a colleague who paid more attention to detail or who was more thorough in follow-up than Debra Turner of the Committee on Minority Programs. The committee structure and process which she developed should be a model for all of us to follow.

When you mention the Recreation Committee, it is difficult not to think of Bernie Pitts. The two have been synonymous for the past three and one-half years. Bernie has been a stabilizing force during a rough period for the committee.

If Jim Nicolai accomplishes nothing more, he can rest assured that he has raised the awareness of all members of the leadership team concerning the needs of two-year and community colleges and the appointment of two-year college professionals to leadership positions in the Association. Participation of these professional colleagues has increased at the regional and international levels.

Les Gamble has kept Outdoor Programs in the Association spotlight through conference program sessions, preconference workshops, summer seminars, and the newsletter. Over the past

three years, Les has emphasized the sharing of resources among outdoor professionals and the establishment of a firm foundation upon which his successor can build.

Please take the time to express your appreciation to all of these individuals who will be retiring.

The standing committee chairs for 1985–86 will consist of two individuals who will be starting their second year of service and five new faces. Returning for the second year will be Marvin Swenson, Research Committee, Pacific Lutheran University; and Diane Caruso, Women's Concerns Committee, Adelphi University. Included in the new faces are Revis Cox, Committee on Minority Programs, Virginia Commonwealth University; Barry Wilson, Recreation Committee, University of Connecticut; Gail Cywinski, Two-Year College Committee, Normandale Community College; Colette Berge, Committee on Outdoor Programs, North Dakota State University; and Dave Hubler, College Bowl Committee, University of Maryland.

As I stated previously, the greatest reward for being vice president for committee affairs is the opportunity to work with sincere and dedicated colleagues who care about their professional association and are willing to make the necessary sacrifices required in their positions. Historically, the Association has been noted for truly professional people who are as diverse as the institutions from which they come. Nowhere is this diversity more pronounced than the committee chairs. It is through this diversity that we find our strength, and it is because of this diversity that we have a bright future ahead of us.

We look forward to 1985–86.

College Bowl Committee

Chairperson: Neil B. Gerard, California State Polytechnic University

I. Committee objectives for 1984–85
   A. Present a 1985 National Championship Tournament.
   B. Increase schools participating in the 1984–85 On Campus program by 10 percent.
   C. Increase the number of minorities-based questions in game packets to a minimum of one bonus and one tossup per package.
   D. By Sept. 15, prepare and present a training program for the new regional coordinators and College Bowl Committee.
   E. By Jan. 1, 1985, prepare and distribute update #1 to College Bowl Regional Coordinator's Handbook.
   F. By Feb. 15, 1985, identify the new College Bowl Committee chairperson.
   G. Develop and implement a marketing strategy for two-year schools and review the possibility of a two-year school track for College Bowl participation.
   H. Discount incentive for new schools.

II. Accomplishments compared to objectives and special highlights

The 1984–85 College Bowl year began by riding the wave of excitement created by the 1984 National Tournament and the television program presented live from The Ohio State University. On-campus awareness was up; the trivia mania was in high gear. The College Bowl Committee was well-organized and active. Unfortunately, the regional coordinators experienced an abnormally high turnover rate. In all, 10 new coordinators were appointed. Fortunately, the regional representatives moved expeditiously in these new appointments.

Following the model created in 1983 and slightly scaled down, the new regional coordinators and the College Bowl Committee met in September. Hosted by Michael Poe at the University of Illinois Medical Center, seven new coordinators and six committee members met for two days to train newcomers, review rules, and plan ahead.

The meeting was highly successful with the new coordinators receiving high quality training and hands-on experience in College Bowl. In addition, two important programs were developed. A two-year college program was developed and a new school recruiting effort was planned for the period after regional tournaments. The summer meeting continues to be the most important tool in the development of the College Bowl program. It is recommended most strongly for the future.

At the summer meeting, the College Bowl Committee and Company joined together to answer the questions clearly articulated by Ed Snyder representing two-year schools. As an outgrowth of that discussion, it was agreed that two-year schools could receive a 10 percent discount or buy eight packets and receive 10, thus making them eligible for regional competition.

As an outgrowth of the commitment to two-year colleges, the first ever Regional Two-year Tournament is scheduled. Arising from the strong programmatic interest in the South, Region 6, ably led by Nora Ann Wood of Dalton Junior College, scheduled a two-year college tournament to run concurrently with the regular tournament. This pilot program is being supported by the College Bowl office and monitored for applicability to other regions with strong two-year college systems.

Another positive outgrowth of the summer meeting was the development of a marketing tool for the regional coordinators to assist in recruiting schools that had not participated in the past. All new schools qualify to purchase game packets at half the normal fee following regional play. It is hoped that this will assist new schools in playing and then lead to full participation the following year.

Another highlight for the 1984–85 year has been the awareness of the program as created by the Bulletin. With excellent cooperation from editor Nancy Davis, College Bowl has been featured prominently in three editions. This is typical of the support from the Central Office for the College Bowl program.

As part of our goal to promote College Bowl to the regions, the "College Bowl Battle of the Regions" was begun. In place of a demonstration match between two local schools, a program was developed to have the professional staff from each region form a team to compete at the annual conference. The Executive Committee formed a team to complete a 16-team single elimination tournament. College Bowl Company provided cash prizes to the top two regions and a cash door prize to a delegate. The program was so well-received and well-attended in St. Louis that the Conference Program Committee for the San Diego conference included this program as the major entertainment for the first evening of the conference.

III. Personal commentary

As I conclude my term as chair of the College Bowl Committee, I pause to reflect on where we are. I believe that great strides have been made in the acceptance and support for the program among our members. The anger and frustration has been replaced with interest and concern. The number of new schools playing is increasing and the number of schools leaving the program is decreasing. Problems with lateness of packet arrival and question quality, while not eliminated, have been reduced to manageable levels. And yet, all is not well. So long as the current configuration of the College Bowl Company exists, funding problems and operational difficulties will have an impact on us.

It is clear to me that the credit for the gains made in this program should rest squarely with the cadre of people we call the College Bowl Team. This combination of regional coordinators and committee members has been unequaled in the support for the program and personal commitment. I am proud to have been associated with them. Our Association's Executive Committee has also played a critical role of the "Team." By returning a portion of the funds provided by the College Bowl On Campus program, the College Bowl Committee has been able to train its volunteers effectively, which has had a most positive effect on the regional programs.

I wish Dave Hubler as chair-elect best wishes as he assumes the chair of the College Bowl Committee.

Committee on Minority Programs (COMP)

Chairperson: Debra E. Turner, Cornell University (Noyes Center)

I. Committee objectives for 1984–85
   - A. To increase the number of historically black institutions that are members of ACU-I.
   - B. To increase the number of minorities attending professional development seminars.
   - C. To review the direction of the Task Force on the Future as it relates to COMP.

II. Accomplishments compared to objectives
   - A. Recruitment of historically black institutions.

     COMP was successful in much of its plan to recruit historically black institutions. Our goal was to recruit 15 new institutions and we were successful in recruiting only five. The plan collapsed at the personal contact level. Due to geographic and time constraints, many of our state contact people were not able to make personal visits to the campuses. The personal contact was a key component to the success of the plan. A full evaluation of this project is available from the Executive Director. The focus for the coming year will be the retention of those historically black institutions that are members. I would like to commend the efforts of Robert Dowery from UMES in perservering on the plan to complete this project.
   - B. Increase the number of blacks attending professional development seminars.

     This goal was not achieved from an Association perspective because during the summer of 1984 only one professional development seminar (IPDS) was held. The other aspect of this goal was for COMP to develop its own seminar. This has occurred and the "For People of Color" seminar will be held in June 1985 in Hampton, Virginia. COMP plans for the "For People of Color" seminar to become a series focusing on various ethnic minority groups and to be offered on a rotating basis. I would like to commend Pat Coleman (Trenton State), Revis Cox (Virginia Commonwealth University), and Jocelyn Briddell (University of Houston) for the many hours of work they have put into the project.
   - C. Task Force on the Future.

     There has not been a lot of information on the Task Force since the last annual report. As a member of the leadership team, the chair of COMP responded to the draft report which was circulated during the summer of 1984. At this point, it is unclear how COMP will be affected by the final report of the Task Force.

III. Special highlights

The year has been highlighted by an increased sense of direction and support among and between committee members. The committee has a real sense that its goals and objectives are realistic and attainable. As chair this has been a critical issue for me because I believe that the quality of the volunteer experience at every level within ACU-I is important.

Dorothy Cotton (Cornell) compiled a chronology of COMP's history from 1972–84. The chronology will be very helpful as we plan for COMP's 15th anniversary to be celebrated at the Boston conference in 1987.

IV. Concerns for the future

COMP spent 1984–85 bringing closure to a number of projects.

COMP continues to be concerned about the planning and implementation processes of the Conference Program Committees. The process does not allow for consistent and quality input from the membership or the Association leadership team. This concern will be focused and addressed to the Commission on Educational Programs and Services for consideration during its July meetings.

Another unresolved issue is the criteria for the CEPS scholarship and its distinction from the COMP scholarship. Another related issue is the replenishment of the COMP scholarship.

V. 1985–86 Committee goals
   - A. To enhance and refine the COMP newsletter.
   - B. To replenish the COMP scholarship fund.
   - C. To develop the next phase of the "For People of Color" seminar.
   - D. To improve the COMP network/data bank/directory.
   - E. To retain historically black institutions.

Committee on Outdoor Programs

Chairperson: Leslie B. Gamble, Keystone Junior College-Pocono Environmental Education Center

I. Committee objectives for 1984–85
   - A. Assist in the gathering of information for the Think Tank on Student Development Issues as they relate to Outdoor Programs.
   - B. Develop outdoor seminars with Colette Berge.
   - C. Provide outdoor program sessions for the 1985 ACU-I conference in San Diego.

D. Establish a face-to-face meeting for the Committee on Outdoor Programs.

II. Accomplishments compared to objectives
   A. Provided information to Bill Rizzo, Think Tank Chair and worked to help develop a good basis for the discussion in San Diego.
   B. Ongoing.
   C. Several sessions are planned for the upcoming conference.
   D. Budget for meeting submitted on May 18, 1984. No response.

III. Special highlights
   National Outdoor Recreation Conference in Bozeman, Montana, was held during the fall of 1984. Members of ACU-I, along with individuals from NACA, AEE, NIRSA, and from the National Park Service and Fish & Wildlife Department attended. The conference was a valuable resource for outdoor recreation professionals.

Recreation Committee

Chairperson: Bernard J. Pitts, West Virginia University

I. Committee objectives for 1984–85
   A. Conduct a successful face-to-face meeting at Northeastern University, Boston, Mass., June 9–12, 1985. The three-day workshop will be designed to provide the national directors and regional coordinators the necessary information, tools, and assistance to conduct strong tourneys.
   B. Promote and conduct 15 regional tournaments.
   C. Conduct as many successful national tournaments as financially possible.
   D. Maintain ongoing communication with national sponsors, national directors, regional coordinators, and regional representatives.
   E. Review and work with a special ad hoc committee in establishing new tournament fee structures.
   F. Examine and explore a potential new direction of philosophy for the national recreation program.
   G. Coordinate the smooth transition with the incoming committee chairperson.

II. Accomplishments compared to objectives
   A. Held a successful summer face-to-face meeting with coordinators and national committee at University of South Florida.
   B. All 15 regional tournaments have been planned and scheduled during the month of February.
   C. National tournament planning is underway for national championships in men/women bowling, hacky sack, and trap and skeet.
   D. The Advisory Council "promotional packet," which includes an assortment of items to be used on the campus level, continues to be requested. At last count, approximately 175 schools were sent the packet.
   E. A national director handbook was developed to offer continuity, timetables, and processes for our national championships.
   F. The ad hoc committee on bowling format recommendations was adopted. The new format re-emphasizes the all-events event and allows schools to send individual bowlers in addition to bowling teams.
   G. Introductory kits for a new activity in boomerang were presented upon request to interested schools. The kits were made available through WHAM-O Inc.

III. Special highlights
   A. Along with the new look ACU-I Bulletin, the Recreation Committee offers the Recreation Corner. Each Bulletin features an article that will be of interest to game area managers.
   B. The event that is growing in national popularity, hacky sack, was added to our national program. The rules and game format were developed jointly by the Recreation Committee and the national sponsor, WHAM-O Inc.

IV. Comments and concerns for the future
   A. Over the years the campus/regional program has grown and become more sophisticated and more involved to coordinate. Consequently, it is becoming more difficult to identify volunteers who are willing to make the time commitment. Also, more schools are combining job responsibilities and are not allowing staff to volunteer for outside ventures. Identifying good people is becoming a major concern.
   B. Funding for national tournaments is increasingly difficult. Many of our strong sponsors are now reviewing how they are spending promotion dollars, and the recreation program is being questioned. A complete needs assessment is needed to determine the goals and direction for the current recreation campus/regional/national structure.
   C. The continual decline in bowling, the discontinuation of bowling lanes on our college campuses, and the lack of support from the bowling industry has created concern for our national bowling program. A close review and forecasting are needed to determine what the Committee's role with bowling should reflect.

Research Committee

Chairperson: Marvin Swenson, Pacific Lutheran University

I. 1984–85 committee objectives
   A. Complete a self-study of the Research Committee and recommend a new role statement to the ACU-I Executive Committee.
   B. Reorganize the committee.
   C. Prepare an article for the ACU-I Bulletin.
   D. Work for better communication and cooperation with the regions and standing committees.
   E. Annotate completed research studies.
   F. Continue the collection of "in-house" research instruments.
   G. Begin a study on the effectiveness of ACU-I's individual membership.
   H. Establish guidelines, procedures, and benefits for endorsing studies.

II. Committee accomplishments
   A. A self-study committee began with an examination of all annual reports since its start. A questionnaire was designed and former Research Committee chairs, former Research Committee members, and the current ACU-I leadership team responded. The Committee will review the results and propose any desired changes at the San Diego conference.

B. The Committee has been restructured with 10 members and plans to complete the reorganization in San Diego.
C. An article, "In-House Research and the Untrained Researcher" will appear in the April 1985 Bulletin.
D. Communications have improved with regional representatives and other committee chairs. Surveys of several standing committees and regions have been shared with the Research Committee and assistance has been given.
E. Work on updating the Committee's "Facts on File" has begun. The current edition ends with 1980 studies.
F. The Committee's collection of research instruments is in the process of being organized and the collection continues to grow. It will be used at a program session at the 1985 conference.
G. Research to evaluate ACU-I's individual membership plan is in a preliminary stage.
H. The Committee has corresponded with five people considering research projects. Two were distributed to the membership.

III. Special highlights

The major project of the 1984–85 Research Committee was to study its own future. There seemed to be no clear-cut agreement on how the Committee should be structured, but no one felt the Committee should be absorbed by some other ACU-I group. As a result, the Committee was revitalized and new members were recruited. The self-study also suggests a change in committee roles.

A survey by Frank Geltner of Oregon State on computer uses in the activities/union field was approved and undertaken. Preliminary results indicate that this study will be useful to the field.

IV. Comments and concerns

Through the years the Committee has had the dual role of encouraging research and protecting the membership from inappropriate or poorly conceived research projects. These roles are not understood by either the membership of ACU-I or potential researchers. In addition, projects of ACU-I committees further add confusion.

In a volunteer organization, there are enough problems in accomplishing goals without insisting on more red tape. The Research Committee should always be available to aid ACU-I projects if desired, but should not be required to certify every survey. Instead, the Central Office could approve all surveys sent to the membership, first gaining Research Committee input when appropriate. This is one topic that will be discussed as the Committee establishes a new role statement.

Two-Year College Committee

Chairperson: James F. Nicolai, San Joaquin Delta Community College

I. Committee objectives for 1984–85
A. Have 30 percent of the co-presenters from two-year schools at the San Diego conference.
B. Get a two-year college person on the Executive Committee.
C. Increase the two-year schools' membership by 50 schools between 1983–85.
D. Coordinate the two-year college regional coordinators through a newsletter and update the Two-year College Directory.
E. Present a preconference workshop for two-year schools at San Diego.
F. Have one of the major speakers in San Diego representing a two-year school.
G. Encourage two-year schools to write articles for the Bulletin and the Union Wire.
H. Develop programs, seminars, and workshops oriented toward two-year and community colleges.
I. Increase representation of two-year and community college staff in leadership positions within the Association.

II. Accomplishments compared to objectives
A. Did not obtain the 30 percent co-presenters from two-year schools for the San Diego conference, but still have a number of people presenting excellent workshops.
B. Currently a two-year person is not serving on the Executive Committee.
C. The membership of the two-year schools has increased over the last two years as well as the total membership of ACU-I.
D. From the summer planning session, a great working relationship has been established with the regional representatives and the two-year college coordinators from each region. If the summer meetings are continued, I believe that it will eventually increase the membership in the two-year area because of the close ties between the two-year groups.
E. A preconference seminar will be held in San Diego.
F. A presentation will be made by a two-year college president at a preconference seminar, but as of yet, no major speaker will be represented.
G. Some articles have been published in the Bulletin and the Union Wire from two-year schools.
H. Regions 8 and 9 are in the process of developing a needs assessment survey for two-year and community colleges.
I. With the appointment of Ed Snyder to the 1986 Conference Program Committee, I believe this is an excellent opportunity for two-year community college staff to increase their leadership positions in the Association.

III. Special highlights

Special thanks go to Gail Cywinski and Jay Boyar for their coordination and diligent work in providing a preconference seminar for all of the Two-Year Committee members and to the Central Office staff for their assistance in the past two years.

IV. Comments and concerns for the future

I feel the two-year school representation both in the leadership positions as well as membership will continue to grow, especially after last summer's (and, hopefully, this summer's) face-to-face meeting with the regional representatives. Many that were not able to obtain two-year coordinators in their regions have taken it upon themselves to encourage two-year participation. I feel the two-year college area is still an untapped source of both leadership and membership, and we must continue to encourage the participation of this group. With the

appointment of Gail Cywinski as the new chair and a whole new Two-Year Committee composed of enthusiastic and high energy individuals, even greater things should be happening with the two-year schools.

Women's Concerns Committee

Chairperson: Diane Caruso, Adelphi University

I. Committee objectives 1984–85

Goal #1: Establish projects that will benefit the professional development of women in the Association as a whole.

Objectives:

A. Provide an opportunity for standing committee to meet face-to-face some time next year or at the 1985 San Diego conference.
B. Initiate distribution of the resource file on sexual harassment through the Central Office.
C. Complete survey on career paths for women professionals in the college union/student activities field.
D. In cooperation with CEPS, investigate the possibility of a professional development seminar for women at the 1987 annual conference in Boston.
E. Solicit recommendations for new standing committee members.

Goal #2: Assist the regional coordinators in developing programs and services for their respective regions through the provision of resources and information relating to women's concerns.

Objectives:

A. Continue in cooperation with the regional representatives to fill vacancies in Regions 1, 2, 4, 6, 9, 12, and 16.
B. Regularly distribute resources to the regional coordinators.
C. Receive and share regular updates of regional projects.
D. Encourage ongoing communication network among the regional coordinators.

Goal #3: Serve as a liaison through the vice president for committee affairs to the Executive Committee on matters of specific concern to women within the larger society.

Objectives:

A. Provide the Executive Committee with regular updates and reports via the vice president of committee affairs.
B. Attend the leadership training seminar during the Indiana summer meeting.

Goal #4: Provide pertinent information relating to women's concerns to the leadership of the Association.

Objectives:

A. Share project updates with members of the leadership team.
B. Provide the Executive Committee with regular updates and reports via the vice president for committee affairs.
C. Share concerns regarding the minority staff development scholarship and its consequences.
D. Participate in Association projects as requested, i.e., Task Force on Student Development, etc.

Goal #5: Provide resources and relevant information on women's concerns to the general membership through publications, annual conference programs, and other avenues of exchange.

Objectives:

A. Continue to network with other professional women's groups.
B. Initiate contact with the NASPA Task Force in Higher Education for resources and ascertain interest for future joint projects.
C. Appoint newsletter editor.
D. Issue quarterly WCC newsletters: September 1984, December 1984, March 1985, and June 1985.
E. Provide session topics and presenters for 1985 conference committee.
F. Coordinate the WCC reception for the 1985 conference.
G. Develop resource booth for the 1985 conference.
H. Provide Bulletin article concerning women's issues.

II. Committee accomplishments compared to objectives

This year the Women's Concerns Committee was able to meet certain objectives but not all. Some time was lost in the transition of committee chairs. In addition, work responsibilities of the committee chair made it impossible to complete all objectives. However, the WCC completed three major projects: seminar on "ACU-I Women Outdoors," a Questionnaire on the Status of Women, and session suggestions for the 1985 conference.

Through the efforts of Colette Berge, the summer seminar "ACU-I Women Outdoors" was held in late June 1984. The seminar, attended by five women professionals, was extremely successful. By participating in an outdoor living experience, the women developed skills in team building, leadership, group dynamics, self-confidence, self-awareness, and networking. All those attending agreed it was a worthwhile experience both personally and professionally.

Another major project is almost completed. In 1982, Terri Delahunty initiated the development of an updated Questionnaire on the Status of Women to be compared to the 1973 study of the status of women in the union field and their attitudes. It is hoped to provide data on the status of women in the union field, note changes and advances since the 1973 survey, and follow the career paths of women in the field. The project is almost completed, thanks to the tremendous efforts of Terri Delahunty (Virginia Commonwealth University). During the summer, cards were distributed through the Union Wire to obtain a self-reported list of women professionals and their titles. A list of more than 1,100 was compiled. Surveys were sent to each woman in late October. To date, there are more than 600 responses. Terri is presently compiling the data with cross tabulations. She will present a preliminary review of the data at the San Diego conference. In addition, Terri will prepare an article for a summer issue of the Bulletin describing the research methodology, the results, and the implications for the future. Many thanks to Terri for her efforts.

As in past years, there are several regional coordinator vacancies. Regions 1, 6, 9, 12, and 16 were vacant last year and are still vacant. In addition, Region 2 is vacant. There is high turnover in several regions, which may be related to who is selected for the position. Many of the regional representatives have been very helpful in filling open positions.

Sessions at regional conferences included "Survival Skills for Women and Minority Supervisors" (Region 1), "Women in Operations" (Region 3), "Love and Work" (Region 4), "Women Programming" (Region 5), and "Sexual Harassment" (Region 15). Other projects included a small survey of women in Region 4, a one-day workshop in Region 11, and articles in regional newsletters. Region 5 has begun a study of the role of the WCC coordinator, whether it is of an advocacy or program nature. Several regions are preparing for one-day workshops in June 1985.

This past year we were unable to find an interested woman to become coordinator for Region 3. Rather than have a vacancy, it was decided to appoint a man, Charles Price, to the position. Chuck has approached his position as an interim coordinator. With a committee of five women, he is working on several projects, a June workshop, and an update of the Resource Manual. To date, Chuck has been accepted as a coordinator by the women of Region 3. It is hoped that other regions will follow the model when looking for interim replacements. Session topics and presenters were submitted to the 1985 Conference Program Committee. As a result, there will be more than six session/sunrise strategies dealing with women's issues. Additionally, WCC will kick off the 1985 conference with an open reception March 24.

III. Special highlights

This year, the survey, summer seminar, and regional and conference activities have been the primary foci. The completion of the survey will be well-received by WCC since many years have been put into this project.

IV. Comments and concerns for the future

The strength of our Committee continues to be in the area of networking and resources. Although vacancies in our regional coordinators still exist, I feel many of the regions are addressing women's issues even if only at regional conferences. It is our hope that more regions use supportive men as interim coordinators.

Additionally, the newsletter will be back on schedule after a year hiatus. It is our goal to once again use this tool for networking.

There is still concern on future issues for the committee. We have been a programmatic and reactive body. It is our goal to strengthen our concern with various issues facing women within the Association.

Regional affairs

Peter Neville, Trinity University, vice president for regional affairs, invited attention to his report and moved that it be accepted and placed on file. Dale McHenry, Purdue University, seconded and the motion passed.

Annual report of the vice president for regional affairs

Sixteen volunteers served ACU-I and the college union profession in a variety of capacities in the last 12 months. Not unlike union and activities directors, they chaired, planned, recruited, publicized, corresponded, supervised, reported, and balanced the budget—all in one of the Association's key roles: the regional representative.

As a result of their efforts, other volunteers planned fall conferences and recreation and College Bowl tournaments. The regions also sponsored subregional meetings, topical workshops, and leadership retreats. Most published periodic newsletters, and student/staff directories. Regional boards and steering committees met throughout the year, bringing students and staff together to determine goals, future conference sites, and budgets. Regional representatives visited member and non-member institutions in their continuing endeavors to recruit new members and retain present ones. Regional representatives worked in partnership with student leaders in conducting the business of ACU-I. Seeking persons for volunteer positions was a priority this past year, and many new leaders were provided valuable training, contacts, and experience.

The work of the regional leadership teams realized almost 8,000 student and staff participants in year-round programs in 1984–85. Fall conference attendance was down in several regions but up overall. More than 4,500 students were registered for the recreation and College Bowl programs in February 1985. Increased institutional membership was a goal in most regions, and they provided the impetus for significant results: 41 new members—an overall net increase of 27. The products of the regions in 1984–85 affected many and provided the elements that make the union and student activities field rewarding: professional development, camaraderie, leadership opportunities, student involvement, and fun.

The year in review

General accomplishments in 1984 included the realignment of Canadian members in Regions 1, 2, 7, 8, 10, and 14. New regional boundaries follow provincial borders and more accurately reflect actual participation by Canadian members in regional programs (*Bulletin*, Vol. 52, No. 6, p. 12).

This past fall, searches were conducted in six regions for regional representatives whose terms of office begin at the 1985 fall conference. Appointed as regional representatives were: Region 2—John Karr, Wilfrid Laurier University (now serving a temporary term); Region 4—Stephanie Bowers, University of Maryland; Region 8—Fred Daley, Prairie State College, Illinois; Region 11—Jan Carlson, Oklahoma State University; Region 12—Linda Howell, University of Houston–Downtown; Region 13—Ryck Luthi, University of Utah. Vince Vaney, Lincoln College in New Zealand, was appointed regional representative in Region 16 in November.

Regional coordinators for recreation and College Bowl participated in summer training programs conducted by ACU-I. This year, a special new program for regional trainers will be held prior to the San Diego conference. The regional representatives attended their annual summer meeting at Indiana University.

This past year, several regions implemented a marketing approach to the offering of programs and services. Training programs for regional leaders included weekend retreats and consultants. Workshops were presented to the general membership on such subjects as ethical decision making, alcohol liability, extra-urban program management, motivating student leaders, and organizational development.

Several regions conducted subregional or cluster meetings last year. One hundred eighty delegates attended Region 15's first Hawaii subregional conference in December.

Vice President for Regional Affairs Regional Summary Annual Report 1984–85

	Region 1	Region 2	Region 3	Region 4
Name of Representative	Daryl Hendery Westfield State College	John Karr Wilfrid Laurier Univ.	Joseph Cavalla Rider College	Don Moore Frostburg St. College
Regional structure				
1. No. of member schools	72	60	83	96
2. No. new members recruited	5	4	12	3
3. No. students/staff on steering committee	6/19	3/13	3/17	7/22
Balance of regional funds 8/85	$446.45	$3,701.40	$1,127.23	$2,856.94
Regional conference				
1. 1984 conference site	Western New England College	Marist College	SUNY-Stony Brook	Moravian College
a. Host director	Maureen Hart	Betty Yeaglin	Bill Fornadel	Paty Eiffe
b. Conference chair	Daryl Hendery Westfield State College	Mark Stein Alfred University	Joseph Cavalla Rider College	Kelly Boyles Moravian College
c. Registration fee	$60	$70	$60	$70
d. No. of delegates staff/student	45/99	35/149	75/202	70/163
e. Exhibits—no./cost	8/$100	5/$100	37/$175	20/$125
2. 1985 conference site	Univ. of New England	SUNY-College at Geneseo	Trenton St. College	Univ. of Maryland
a. Host director	Kevin Drumm	Dolores Donnelly	Michele Dudan	Dave Hubler
b. Conference chair	Marcia Kelly, Bentley Coll. Laurie Nash, Bryant Coll.	Annemarie Millin Cornell University	Robin Musselman Temple Health Sciences Ctr.	Annette Cavenaugh Univ. of Maryland
c. Dates	Oct. 10–11	Nov. 8–10	Oct. 4–6	Nov. 15–17
Recreation tournament (1985)				
1. Site	Boston Univ.	Erie Community College South Campus	Univ. of Delaware	Bloomsburg Univ.
2. Tournament fee, all. incl.	$13.50	$7	$7.50	$17.50
3. No. participants	269	193	200	207
College Bowl (1985)				
1. Site	Boston Univ.	Cornell Univ.	Univ. of Delaware	Bloomsburg Univ.
2. Tournament fee/team	$40	$100	$16	$45
3. No. teams participating	17	10	14	14

	Region 5	Region 6	Region 7	Region 8
Name of Representative	Suzanne Straub James Madison Univ.	Frank Wilson Kennesaw College	Fritz Balmer GMI Engineering & Mgmt. Institute	Michael Poe Univ. of Illinois at Chicago
Regional structure				
1. No. of member schools	74	55	62	46
2. No. new members recruited	3	8	2	5
3. No. students/staff on steering committee	4/17	6/14	5/6	10/7
Balance of regional funds 8/85	$5,666.06	$2,292.43	$5,996.48	$2,550.00
Regional conference				
1. 1984 conference site	Univ. of North Carolina Charlotte	Atlanta, Georgia	Univ. of Michigan	Northwestern Univ.
a. Host director	Keith Wassum	n/a	Frank Cianciola	Bruce Kaiser
b. Conference chair	Timothy Jacobs Western Carolina Univ.	Frank Wilson Kennesaw College	Peter Wall, Univ. of W. Ontario Pam McCann, Univ. of Michigan	Vivan Hessel Northwestern Univ.
c. Registration fee	$55	$75	$55	$65
d. No. of delegates staff/student	45/112	59/72	105/150	46/69
e. Exhibits—no./cost	10/$125	10/$40	0	0
2. 1985 conference site	Murray State Univ.	Huntsville, Ala.	Aquinas College	Univ. of Wisc.-Eau Claire
a. Host director	Dave Kratzer	n/a	John Walker	Gary Bartlett
b. Conference chair	Jim Baurer Murray State Univ.	Carol Moore, Oakwood Coll. Stephen Bruce, Univ. of Alabama	Tina Oen Aquinas College	Ann Hahn Univ. of Wisc.-Eau Claire
c. Dates	Oct. 18–20	TBA	Oct. 25–27	TBA
Recreation tournament (1985)				
1. Site	East Tennessee State	Univ. of Florida	Michigan State Univ.	Univ. of Wisc.-Eau Claire
2. Tournament fee, all. incl.	$8.50	$7.00	$10.50	$10.00
3. No. of participants	331	197	169	301
College Bowl (1985)				
1. Site	East Tennessee State	Auburn Univ.	Eastern Michigan Univ.	DePaul Univ.
2. Tournament fee/team	$50	$80	$64	$50
3. No. teams participating	22	18	19	16

	Region 9	Region 10	Region 11	Region 12
Name of Representative	Deborah Anderson Purdue Univ.	William S. Blain North Dakota State Univ.	Katherine Giele Univ. of Kansas	James Randolph Texas A&M Univ.
Regional structure				
1. No. of member schools	41	55	40	69
2. No. new members recruited	3	4	0	1
3. No. students/staff on steering committee	1/13	5/16	5/11	4/16
Balance of regional funds 8/85	$2,505.76	$2,455.03		$8,938.00
Regional conference				
1. 1984 conference site	Northern Illinois Univ.	St. Cloud State Univ.	Univ. of Missouri-Columbia	Univ. of Texas at Austin
a. Host director	Leland Spangler	Joe Basil	A. K. Rahman	Frank Bartow
b. Conference chair	Maggie Steicher Northern Illinois Univ.	Brent Greene St. Cloud State Univ.	A. K. Rahman Univ. of Missouri-Columbia	Carol Prior Univ. of Texas at Austin
c. Registration fee	$55	$75	$55	$75
d. No. of delegates staff/student	33/81	70/62	28/65	101/176
e. Exhibits—no./cost	0	13/$75	9/$50	13/$125
2. 1985 conference site	St. Mary's College	Red River Community College	Kansas State Univ.	Trinity Univ.
a. Host director	Mary Ann O'Donnell	Don Hillman	Walter Smith	Thurman Adkins
b. Conference chair	Mary Beth Lavessorio St. Mary's College	Brent Greene, Steve Maitland Red River Community College	Mike Hatch Kansas St. Univ.	Linda Howell Univ. of Houston Downtown
c. Dates	Oct. 4–6	Nov. 7–9	Oct. 6–8	Nov. 8–10
Recreation tournament (1985)				
1. Site	Ball State University	Univ. of Iowa	Wichita St. Univ.	North Texas State Univ.
2. Tournament fee, all. incl.		$14	$12	$7.50
3. No. participants	160	243	252	374
College Bowl (1985)				
1. Site	Purdue University	Univ. of Iowa	Central Missouri State University	Rice Univ.
2. Tournament fee/team	$80	$65	$70	$40
3. No. of teams participating	12	8	9	17

	Region 13	Region 14	Region 15
Name of Representative	Floyd Land Arizona St. Univ.	Denny Freeburn Boise State Univ.	June Lingo Cal. State Univ.-LA
Regional structure			
1. No. of member schools	42	56	53
2. No. new members recruited	3	2	1
3. No. students/staff on steering committee	4/10	3/14	11/1
Balance of regional funds 8/85	$653.19	$2,539.94	$8,692.00
Regional conference			
1. 1984 conference site	Arizona State University	Montana State Univ.	Asilomar, Calif.
a. Host director	Mary Jo Mertens	Al Bertelsen	Greg Bulanti Univ. of Cal.-Berkeley
b. Conference chair	Dee Schroeder, Mike Lubitz Arizona St. Univ.	Al Bertelsen Montana State Univ.	Greg Bulanti
c. Registration fee	$55	$55	$75
d. No. of delegates staff/student	65/219	31/84	105/156
e. Exhibits—no./cost	4/$100	5/$50	11/$150
2. 1985 conference site	TBA	Oregon State Univ.-Corvallis	UCLA
a. Host director	TBA	George Stevens	Mark Panatier
b. Conference chair	TBA	Don Johnson Oregon St. Univ.-Corvallis	TBA
c. Dates	TBA	Oct. 24–26	TBA
Recreation tournament (1985)			
1. site	Utah State Univ.	Univ. of Washington	Cal. State Univ.-Long Beach
2. Tournament fee, all. incl.	$8	$13	$11
3. No. of participants	261	267	257
College Bowl (1985)			
1. Site	Utah St. Univ.	Boise State Univ.	Univ. of Calif.-Irvine
2. Tournament fee/team	$55	$40	$14
3. No. of teams participating	14	17	18

The Region 10 1985 fall conference has been planned for Red River Community College in Manitoba, Canada. Region 1 is already planning its 1986 fall conference to be held on the campus of the University of London in Great Britain. Region 7 published an extensive and impressive *Manual* for its regional leaders. Region 12 established a goal of 12 drive-in workshops for the upcoming year. Region 4 developed creative membership and recruiting materials. Region 6 approved its 1985 fall conference for the state of Alabama for the first time in many years. Region 8 received the benefits of continued substantial student involvement on the steering committee.

Regional affairs issues

Student participation and involvement continued in a downward trend in many regions. That the drop is part of a more general issue was signaled when the student member of the Executive Committee resigned last summer, just five months after taking office. Regions will be exploring ways to maintain goals for student participation in view of the trend.

Financial procedures and the related issue of financial liabilities incurred at regional events remain inconsistent and untested. A subcommittee of the regional representatives will submit recommendations for action at the San Diego conference.

Interest in regional representative vacancies last fall was modest. Many who were nominated declined further consideration because of time constraints. Many viewed the position as "too time-consuming and too many days away from the office." Regional representatives will examine ways to better promote such vacancies, recruitment methods, and experiences provided to those who serve on regional boards and steering committees. While it is true that regional representatives do "work hard," it is also true that only a few extra days are spent off-campus, that tasks can be delegated to other volunteers, and that the experience is vastly more rewarding and fun than it is demanding.

Regional leaders

Five regional representatives completed their terms of office last fall. ACU-I is indebted to them for their commitment and contributions. They are: Region 1—Victoria Angis, Castleton State College, Vermont; Region 3—Alonzo Cartlidge, Somerset County College, New Jersey; Region 5—Jay Andersen, Memphis State University, Tennessee; Region 6—James Crouch, University of South Florida; Region 15—Dan Cornthwaite, San Diego State University, California. Graeme Sweeney, Monash University in Australia, completed an extended term in November.

The regional representatives are assisted by a cadre of volunteers, students, and staff, whose level of commitment and energy match their own. Names of regional leaders appear in the latest supplement to the ACU-I *Directory*. That listing of regional officers depicts almost 250 student and staff positions.

Accompanying this report is a summary of regional activities. Region 16 is not included because of its unique operating procedures compared to the other regions. Members in Region 16 receive a periodic newsletter and visits from the regional representative.

Commission on Educational Programs and Services

The chairperson of the Commission on Educational Programs and Services, Archie Copeland, University of North Carolina, stated that his report had been distributed and moved that it be accepted and placed on record. The motion was seconded by Dallas Garber, University of Toledo, and it passed.

Annual report of the Commission on Educational Programs and Services

The Education Commission continues to attempt to serve the needs of the Association through seminars, publications, other resources, and the annual professional conference. A review of the 1984–85 year includes the following:

Annual professional conferences. Blueprints, Framework for the Future, has been designed by Ellie Oppenheim and the 1985 Conference Program Committee to offer concrete information in diverse areas of interest to student activities and union professionals. Through keynote speakers, Think Tanks, sketches, film screenings, educational sessions, exhibits, and social activities, the committee encourages delegates to work at constructing better unions and better programs which will benefit themselves and their constituencies.

Carol Prior, chair of the 1986 conference, has selected her committee and plans are underway for the conference in Houston, Texas, April 6–9, 1986. "Developing Professionalism in a Diverse Profession" has been selected as the conference theme. The Conference Program Committee held its first face-to-face meeting prior to the San Diego conference and will be soliciting input from conference delegates as they continue their planning process.

The 1987 annual professional conference scheduled for March 22–25 in Boston, Mass., will be chaired by Greer D. Wilson. Members of the 1987 Conference Program Committee will be selected in July. Greer will be seeking input during the San Diego conference through informal conversations.

Publications. Aan Claussen has completed her third year as chair of the Publications Committee. One supplement for *The Resource Notebook* has been published and distributed to the membership on a request basis. A second supplement is ready for mailing. In an attempt to provide resources for the membership, the Publications Committee has initiated a series of monographs which will be available in the near future. These include: Marketing, Nanci Howe and Ted Hoef; Special Events, Beth Franck and Joan Loughrey; Lectures, Laura Hull; and Films, Linda Carmichael Gamble. The *Problem Solving Casebook*, *Training Manual*, *Outdoor Guide*, *Annotated Bibliography*, *Graduate Assistantship Opportunities*, and *Microfiche Index* are all available through the Central Office. The committee has continued its involvement with the Chester A. Berry Scholar Award to promote writers in the field.

A special thanks must be extended to Nancy Davis, editor, for her excellent work with the Publications Committee and for untiring and excellent work with the *Bulletin*.

Resource Network. The *Resource Network* publication has been compiled by Phyllis Marshall and distributed to the leadership as a resource for planning regional conferences, seminars, workshops, and the annual professional conference, as well as for individual institutions. The publication lists self-identified professionals in specific areas of expertise who have indicated their willingness to participate as resource persons.

Videotapes. As a pilot program, 10 sessions were videotaped at the 1984 annual conference in St. Louis. The tapes were made available for regional conferences so that they could be evaluated. Manny Cunard coordinated this project. Evaluations were positive and the following tapes are now available for purchase through the Central Office: *Developing a Marketing Orientation; Racism* (preconference seminar by Dr. Judy Katz and Chris Torres, Parts I and II); *The Greek System: Transmitter of Values or Social Drinking Club; Using Computers as Management Tools; Recreation Center: The Corner of Campus, the Center of Activity; Purdue Memorial Union Food Service Renovation; You Cannot Not Communicate; Productivity Action Teams;* and keynote addresses by Bob E. Leach and Peter Cannon. Continuing with this project, 10 sessions will be videotaped at the San Diego conference and will be available within the year for membership.

Training. The Commission continues its dedication to providing training experiences for the Association leadership. In San Diego, a brief orientation session was conducted for new members of the leadership team and the entire team participated in a six-hour seminar conducted by James Banning. Each region sent a representative for a leadership training workshop. These individuals will become training resources for regional steering committees. A grant proposal was written by Gay Holliday and Archie Copeland for a three-year program for training the leadership. The proposal was rejected by the foundations and corporations to which it was submitted; however, efforts will be continued to find funding. Gay Holliday has just completed a planning guide for the annual professional conference. The 1987 conference chair will be able to pilot and refine the publication. Mims Harris will use the same format to develop a planning guide for regional conferences.

Seminars. Under the direction of Don Luse, the Commission has provided diverse, quality seminar experiences for the membership. During summer 1984, three seminars were offered: Creative Program Planning and Management, Women Outdoors, and the Indiana Professional Development Seminar. The Creative Program Planning Seminar was cancelled because of lack of enrollment.

Preconference seminars scheduled for San Diego included: Strategic Planning and the College Union; Substance Abuse Among College and University Students: The Continuing Challenge; Facilitating Effective Groups; Managerial Communication: Effective Writing; Managerial Communication: Effective Presentation; Two-Year College Professionals; and Effective Board Management.

At the suggestion of Don Luse, the Commission began plans for developing a series of workshops to be held throughout the country to provide professionals at every level of experience with a solid foundation in the major areas of the union and student activities field. Five major workshops in the "Building Blocks Series" will be developed over a three-year period. The first workshops will be held during summer 1985. They will be in the areas of Programming (which will be held at the Colorado State University) and Building Services and Maintenance (which will be held at the University of Florida). The workshops will be held on college and university campuses to enable participants to have a hands-on experience. Seminar staffs will be selected from "experts" in the field as well as from outside consultants. Future seminars will include: food service, conference planning and management, and business and financial operations.

In addition to the two Building Blocks seminars, the Commission will continue its relationship with the Indiana Professional Development Seminar and, working with the Committee on Minority Programs, will present a seminar, "For People of Color," during the summer 1985.

Minority assessment and minority scholarship. Joining forces with the Committee on Minority Programs, the Commission made needs assessments available for COMP representatives who were contacting both member and non-member historically black institutions to ascertain if the Association was meeting or could meet the special needs of these institutions. To date, not enough assessments have been returned for a comprehensive report. This project is being coordinated by Greer Wilson. Additionally, Greer worked with Debra Turner and Diane Caruso to update eligibility requirements, application, and process for awarding minority scholarships for ACU-I seminars and workshops.

Future. Several projects of the Commission are yet to be completed. A major marketing effort was planned for the current budget year; however, the plan was postponed so that it would be available for the membership at the beginning of the fall semester 1985. Efforts will be continued to identify funding sources for a continuing training cycle for the leadership of the Association. In two more years, the Building Blocks Series should have five quality workshops on line that can be presented on a rotating basis throughout the country. To accomplish its goal of quality programs and services for the Association, the Commission requires the input, support, and cooperation of the membership and leadership of the Association.

Coordinator of Educational Programs and Services. The work of the Commission depends greatly in its day-to-day operation on the support and advice of the coordinator of educational programs and services. Appreciation is extended to Gay Holliday for her endless hours and efforts and to Marsha Herman-Betzen who has capably assumed her responsibilities.

Executive director's report

Executive Director Richard Blackburn commented that his report had been included in the conference registration materials. Of special significance, he stated, was a successful year of member recruitment and retention. Several regions achieved oustanding results, the most noteworthy being Region 3. Domenick Sicilia, University of Delaware, was called forward to receive a special recognition plaque for his work as Region 3 membership coordinator. Mr. Blackburn moved, David Hubler, University of Maryland, seconded, and it passed that the report of the executive director be accepted and placed on file.

Annual report of the executive director

From this vantage point, the one-year period since we concluded the St. Louis conference has been a productive one for our Association. Despite a dues increase, our membership continues to expand. Our fiscal health is steadily improving. Staffwise we are larger and stronger. Major improvements have occurred this year in our office work enviroment and in our technological capabilities. Most importantly, in the place where the difference really occurs, the Association's volunteer leadership, we have been

blessed with an inspired and capable Executive Committee whose commitment to this Association stimulates us all.

Office and staff. During the year there have been significant changes in the Central Office, both in staffing and the work environment. Two part-time clerical positions were combined to create a full-time secretarial position, the first ever in the Central Office. Laurie Hahn, who had been employed on an hourly basis as an assistant to Editor Nancy Davis, was moved into a new full-time editorial assistant position on July 1. Coordinator of Educational Programs and Services Gay Holliday accepted another position at University of Illinois–Chicago in September. After a national search, Marsha Herman-Betzen of Oklahoma State University was selected as the Association's new education coordinator. The Central Office staff now consists of six full-time employees, one hourly student employee, and one graduate practicum student from Indiana University. In July the Executive Committee extended the original three-year employment contract of Executive Director Blackburn.

Since last summer, the Indiana University facility that houses the ACU-I Central Office has been undergoing extensive remodeling. Association spaces have gained new paint, vinyl wall coverings, window treatment, carpet, and a fire sprinkler system. While these improvements were at no cost to ACU-I, they did necessitate several months of disruptive relocations and makeshift work conditions. All staff were finally re-established in their new spaces in early February.

Computer technology. Under the leadership of Administrative Assistant Paul Hopkins, success has been achieved in remaining abreast of the latest technology in computer applications for the Central Office. Present word processing equipment is being replaced by two new IBM 3270-PC computers. These terminals provide direct access to ACU-I files in the Indiana University computer plus in-office word processing functions. Installation of FOCUS, a computer query language, has enabled our staff to do more with data retrievals in the office including near-instant hard copy data output. Typesetting for the *Bulletin, Proceedings,* and other publications is now being accomplished directly from computer diskettes, thereby reducing overall production time.

Membership. Once again this year, Association membership has shown a healthy increase. Thus far in this fiscal year 45 new institutions have joined ACU-I, pushing the total to 928, the highest since 1976. Net gains this year resulted from an encouraging combination of new member recruitment and a decrease in non-renewals. The total number (44) of institutions dropped last April because of non-payment of 1984 dues was the lowest since 1975.

A key factor in our continuing membership gains is the work of regional representatives and regional membership coordinators. In addition, two Association standing committees have added their efforts to the member recruitment program. The Committee on Minority Programs conducted an ambitious and well-planned drive to recruit new historically black institutions. The Two-Year College Committee also collaborated with the Central Office in preparing and distributing a new brochure describing values of ACU-I membership for two-year institutions.

In December the individual member list was purged from 664 to 539 and is now growing back. This remains the best means for all union and student activities staff and students to receive Association mailings regularly. Annual individual membership dues of $25 make this an attractive opportunity, one not sufficiently utilized. We urge that union directors and present individual members encourage others in their organizations to take advantage of the individual membership program. See the ACU-I *Directory,* Section Three, page 1 for more information.

Data Bank. During the past year a major effort was launched by Central Office staff to update information in the ACU-I Data Bank. Data on union facilities, programs, governance, finance, services, and staffing were last collected from member institutions and entered in 1979. A new survey form was designed, pretested, and sent to the membership in May with a cover letter from President Strong. Two follow-up requests were subsequently sent to non-respondents. New data are being entered as forms are returned and conversion from 1979 data to 1984 data will occur very soon.

Financial and budget. The attached condensed financial information shows that ACU-I had a very good financial year in 1983–84 with a net income of $30,331. Two major reasons for this favorable outcome are that some budgeted expenses were not actually made in 1983–84 but will occur in 1984–85; and the St. Louis conference was better attended than anticipated. This favorable financial result will be helpful in moving forward toward our long-term objective of strengthening operating reserve.

A financial audit was conducted by a CPA in August and a copy of the report forwarded to each member of the Executive Committee.

The average association, according to a study by the American Society of Association Executives, derives 51.8 percent of its income from non-dues sources. Fifty-five percent of ACU-I's total income in 1983–84 was from non-dues. While we compare favorably, non-dues sources of income should continue to be developed, while we are also careful that they properly relate to the tax-exempt purposes of the Association.

The Executive Committee, after a careful examination of 1984–85 priorities, concluded that approval of a moderate budget deficit for this year would be fiscally acceptable. If attendance at the San Diego conference meets projections, it appears likely that we will meet or exceed our budgeted net income for 1984–85.

Publications. The *Bulletin* continues to grow. In 1984 ACU-I published 136 *Bulletin* pages, 16 more than in 1983. These additional pages have allowed us to devote a greater percentage of the *Bulletin* to feature articles covering the profession. In 1984, almost 60 percent of the editorial space was used for feature material, as compared to 52.7 percent in 1983.

Three of the issues have included theme sections, two of which were coordinated by volunteer editors. William Klepper served as volunteer editor of the June theme section on "What Business Are We In? Are We Educators or Entrepreneurs?" Ann Claussen coordinated the August theme section on programming perspectives. The ACU-I editorial staff put together a theme section on alcohol education for the October issue. Randy Donant has arranged for a series of articles on student development that will appear in the April and June issues.

Members have supported the new *Bulletin* by contributing articles and suggesting topics and authors for future issues. Such

ACU-I finances

	Budget 1983–84	Actual 1983–84	Budget 1984–85
Operating income:			
Institutional dues	181,000	182,511	201,000
Individual dues	15,000	14,174	15,100
Publications	15,500	12,440	12,700
Employment	5,000	5,800	5,500
Interest	10,000	14,466	18,000
College Bowl	3,500	3,725	5,000
Other	1,600	1,874	1,500
Total operating income	231,600	234,990	258,800
Operating Expenses:			
Payroll	168,900	167,046	194,000
Recurring costs	68,900	68,984	64,450
Supplies	6,000	6,216	6,000
Committees	19,000	16,703	29,060
Membership	2,000	2,137	2,000
Directory	6,500	7,801	5,500
Bulletin	13,500	14,263	19,500
Wire	2,800	2,424	2,700
Other publications	12,800	8,507	12,550
Other expense	6,800	3,128	4,900
Total operating expenses	306,200	297,209	340,660
Conference income			
Exhibits	37,500	35,500	38,500
Delegate fees	136,500	158,640	152,750
Tours	-0-	9,323	-0-
Other	-0-	3,538	-0-
Total conference income	174,000	207,001	191,250
Conference expenses:			
Operations	53,000	58,528	77,000
Tours	-0-	9,106	-0-
Exhibits	8,000	5,873	5,300
Proceedings	5,300	7,064	6,500
Program	20,400	26,284	20,805
Other	500	-0-	500
Total conference expenses	87,200	106,855	110,105
Education income			
Preconference seminars	-0-	8,805	-0-
Other seminars	1,200	2,080	1,200
Other	600	675	2,700
Total education income	1,800	11,560	3,900
Education expenses:			
Commission	8,250	6,976	9,050
Staff	2,600	1,571	2,600
Operations	1,950	1,539	4,275
Preconference seminars	-0-	7,402	-0-
Other seminars	-0-	1,668	-0-
Total education expenses	12,800	19,156	15,925
Education net	(11,000)	(7,596)	(12,025)
Operations net	(75,600)	(62,219)	(81,860)
Conference net	86,800	100,146	81,145
Net income	200	30,331	(12,740)

ACU-I Recreation finances

	Budget 1983–84	Actual 1983–84	Budget 1984–85
Income			
Grants & contributions	52,000	54,500	60,770
Regional fees	18,610	16,585	13,545
Campus fees	18,200	18,605	14,400
National entry fees	-0-	-0-	7,750
Interest	4,000	3,823	3,500
Advisory Council	2,450	2,050	-0-
Other			2,800
Total income	95,260	95,563	102,765
Expense			
Travel	38,520	34,672	26,711
Housing	6,040	6,961	6,500
Meals	6,620	10,174	5,825
Printing & publicity	12,490	13,166	12,650
Postage	1,330	1,232	1,010
Telephone	840	751	1,195
Supplies	6,660	5,198	6,200
Awards & uniforms	10,300	9,448	9,810
Administration & other	7,800	6,432	13,200
Annual meeting	13,400	16,890	13,200
Advisory Council	800	474	-0-
Total expense	104,800	105,398	96,301
Net Income (loss)	(9,540)	(9,835)	6,464

member involvement is necessary to the continued improvement of the *Bulletin*.

Also in 1984, ACU-I published one issue of the *Resource Notebook*, a new edition of the *Resource Network*, and Volume Four of *An Annotated Bibliography of the College Union*. The *Bibliography*, a 155-page book, contains 659 annotations of material published by the Association between July 1977 and December 1983. Since last year's conference, members have also received 11 *Union Wires*, including 35 Professional Opportunity job announcements.

The Association reorganized the *Directory*, combining what used to be Sections One and Two into one booklet that includes institutional and individual member listings, regional institutional listings, rosters of special and standing committees, and an index of names. This reorganization provided members with *Directories* earlier in the school year. The regional rosters were sent to members in February. The *Proceedings* of the 1984 St. Louis conference was published in December.

Since the St. Louis conference, ACU-I has updated two brochures—the Publications List and the Microfiche List—and published a new brochure on the Association to be used for recruitment.

Three monographs are currently in production. Anne Temte and Camille Smith Feltner have submitted a manuscript updating *The Union Recreation Area*, and Laura Hull has completed work on a lectures programming monograph. Beth Franck and Joan Loughrey have submitted a monograph manuscript on special events programming.

In 1984 the two-person editorial staff edited or wrote 1,084 printed pages, for a monthly average of 45 pages per person. In a study done by *Editors Only, the Newsletter for Magazine Editors*, the monthly average was 19 pages.

Education support. Annually, a significant proportion of Central Office resources is dedicated to the delivery of programs and materials to the membership. The annual staff conference is a year-round assignment for the coordinator of educational programs and services, in close collaboration with the Education Commission and the Conference Program Committee. In the months immediately preceding the conference, all staff become involved in preparations for this activity. The indirect costs of this staff support are not reflected in the annual conference budget.

Attendance at the 1984 St. Louis conference was 782 regular delegates, 16 graduate students, 36 one-day registrants, 42 spouses, and 71 exhibit booths. This was the largest conference attendance since 1978 in New Orleans. At this writing, registrations for the San Diego conference indicate that attendance will meet expectations. A new system has been developed this year to provide delegate name badges with larger print.

Last summer the Commission on Educational Programs and Services sponsored two seminars. The schedule for the summer of 1985 is:

- Programming, Colorado State University, June 5–9
- Building Services and Maintenance, University of Florida, June 9–13
- For People of Color, Hampton University, June 26–28
- Indiana Professional Development Seminar, Indiana University, July 21–26

Orders are now being filled for videotapes of St. Louis conference program sessions. Ten different tapes are available for member purchase from the Association Videotape Resource Library. Additional programs will be videotaped at the San Diego conference and will be made available to the membership. The Remodeling and Renovation slide/audio tape presentation continues to be popular with four sets in continual circulation to requesting members.

Professional. In April Executive Director Blackburn attended a one-day seminar in Indianapolis on Associations and the Law. In May he was opening speaker for an Indiana University workshop for Air Force Recreation Directors, presented a two-hour session on "The Future of College Unions" at the biannual meeting of Illinois union directors, and attended the College Bowl national championship at Ohio State. ACU-I hosted in Bloomington the spring meeting of IMRG, a group of chief executive officers and elected leaders from 25 other higher education associations.

Mr. Blackburn represented ACU-I at the June conference of the Association of Physical Plant Administrators in Columbus, Ohio, the site of ACU-I's 1989 conference; and attended the annual convention of the American Society of Association Executives in August. He joined Boris Bell, George Washington University, in representing the Association at a September meeting of the Council for Advancement of Standards in Washington. Invitations were accepted to speak at fall conferences of ACU-I Regions 12 and 13. Mr. Blackburn, Marsha Herman-Betzen, and Nancy Davis attended the combined meeting of union directors from Big 10, Big 8, and Pac 10 schools in Bloomington in October. Ms. Herman-Betzen attended a December meeting of Meeting Planners International at the Shamrock Hilton, Houston, site of the 1986 ACU-I conference. Executive Director Blackburn also joined President Strong and President-elect Woolbright in representing ACU-I at a Washington meeting of several student affairs associations in December and at the NACA annual convention in Chicago in February.

Such an annual schedule is somewhat typical of Central Office staff involvement, a combination of professional development experiences, interactions within our own Association, and activities with other organizations. Each is seen to be important.

Proposed constitution/bylaw revisions

President Strong reviewed the proposed changes in the Association constitution and bylaws that were presented in his January 31 letter to the membership. The major proposed changes involved the creation of two new categories of non-voting Association membership. Affiliate membership would be for non-profit, non-collegiate organizations, and subscriber members would be commercial organizations such as businesses and firms currently participating in the ACU-I exhibits program.

Mr. Strong stated that a mail vote would be conducted within 30 days after the annual conference, and he invited comments upon the proposed changes. Several questions and comments were received concerning the purpose of non-college ACU-I members, anticipated dues, comparison to NACA associate member structure, plan for layout of the upcoming ballot, and general statements both opposing and favoring the new member categories.

David Laubersheimer, South Dakota State University, moved, and David Hubler, University of Maryland, seconded, that the mail ballot be divided to facilitate separate voting for each proposed change. The motion passed.

Report of the president

Mr. Strong then delivered the following remarks:

"During my acceptance speech in St. Louis, I stated a general goal of communicating with ACU-I membership on a regular basis. I stated my intention to 'inform' the membership on the progress of as many ACU-I projects as possible. I have kept this pledge through the following publications:

1. The 1984/85 Statement of Goals and Objectives.
2. Six 'Presidential Perspectives' published in the *Bulletin*.
3. Two publications of the *Presidential Update*.
4. Five keynote addresses at regional conferences.

"In addition to strengthening Association communications, I pledged, as president, to:

1. Develop action-oriented goals to guide us in achieving desired results through all components of the Association and to do so in a timely manner.
2. Provide information to you while listening to and responding to your concerns.
3. Continue to emphasize ACU-I appreciation of the work done by its volunteers while working to ensure as diverse a body of volunteers as possible.

"I am pleased to report that a significant amount was achieved in all areas. From your responses to me and my answers to your inquiries, I am convinced that the goal of 'including the membership' in ACU-I affairs was reached.

"An evaluation of Goals and Objectives for 1984–85 reveals progress toward implementing a system of goals and objectives for the Association. As you will note in the reports, each component made specific efforts to accomplish priorities established in their goals. While 1984–85 was only the second year of a formal program of ACU-I goals and objectives, the high degree of progress achieved clearly demonstrates the value of formalized goal setting.

"I am pleased to report that a large number of members responded to the *Presidential Perspectives* published in the *Bulletin*. There was also good response to special requests, such as the call for comments on *Standards for the College Union*. More recently students began responding to my statements of concern about the position of student representative on the Executive Committee. Membership support has renewed the commitment of the president to communicate on a more regular basis.

"ACU-I's efforts to enhance communication with other professional associations have been highly successful, as you will note from the report of President-elect Cynthia Woolbright.

"Regarding ACU-I's appreciation of its volunteers and our active recruitment of a diverse pool of volunteers, I'm pleased to report our continued progress in this area. Of the 167 volunteer positions on the international level, 22 were held by ethnic minorities with 57 held by women, showing modest growth from previous years. While our overall trend is positive, more work must be done in the area of recruiting minorities and young professionals into the ranks of ACU-I volunteers. A review of component groups shows the need for wider recruitment to ensure that volunteer positions are filled on a regular basis. A critical analysis of membership rosters reveals that a fair number of

volunteers are serving concurrent terms in two or more areas. Volunteer Coordinator Mary Jo Mertens, Arizona State, has been asked to review this phenomenon and to recommend corrective strategies to the leadership team.

ACU-I's financial position

"The Association is in good financial position. This year's conference attendance will make 1984–85 a banner year fiscally. As you will note from Executive Director Blackburn's report, the Association budget is quite tight. There are few opportunities for major shifts in priorities during the fiscal year. There is, however, a major element of long-range planning built into the budget. Three years ago, the Audit Committee recommended the implementation of planned contributions to reserves and the Executive Committee approved a policy to implement this recommendation. As a result, we grow healthier each year.

Priorities for the future

"As we look down the road, major opportunities await ACU-I. Implementation of the *Report of the Task Force on the Future* offers a significant means to accomplish goals. Specific items that will need continued work are:

1. Development/fund raising.
2. Marketing.
3. Student development—transferring theory into practices relevant to the field of college unions and student activities.
4. Continued support for and recognition of volunteers within the Association.
5. Re-energizing the notion of a year-round regional program.
6. Stabilizing the future of major events tournaments—College Bowl and recreation.

"There are others, of course. As we look toward 1985–86, we must address our opportunities more purposefully. By doing so, major obstacles become 'no problem.'

"Serving as president of ACU-I has been an honor. Thank you for your support. I look forward to your continued support as I move to the position of immediate past president with responsibilities for implementing the long-range plan as presented through recommendations of the Task Force on the Future."

Nominations Committee

Adell McMillan, University of Oregon, chairperson of the 1984–85 Nominations Committee, presented the following report:

"Our nominee began a 20-year career in college union work at the State University of New York at Albany in 1965 as a staff assistant; was coordinator of student activities at Rockland Community College; and served as assistant director for student activities at the State University of New York at Farmingdale.

"Our nominee holds a B.A. in education from SUNY-Brockport, a master's in education administration from SUNY-Albany, and a master's in public administration from Long Island University.

"Our nominee holds individual membership in ACU-I, the National Association for Campus Activities, the American Management Association, and the Personnel and Guidance Association. The nominee has presented papers at ACU-I and NACA regional and national/international meetings.

"Our nominee has served the Association as management coordinator for Region 3, conference host in Region 3, Region 3 Representative, host to several ACU-I seminars and meetings, vice president for regional affairs, and most recently as ACU-I director of development.

"In a statement prepared for the Nominations Committee, the nominee stated: 'Survival and adaptability will undoubtedly be the "buzzwords" for the future. We in higher education need to be concerned with the perceptions of students and their ability to adapt and survive, since their survival maintains solvency in our respective institutions and college union/student activities programs. We need to devote more than "lip service" to high-tech/high-touch trends—as well as the whole aspect of multiculturalism.'

"I am pleased on behalf of the Nominations Committee to place in nomination for the office of president-elect Joseph H. Benedict Jr., currently the director of Hillwood Commons and Student Activities, Long Island University, C.W. Post Center."

Dale McHenry, Purdue University, moved; David Laubersheimer, South Dakota State University, seconded; and it passed that the nominations be closed and a unanimous ballot be cast for Joseph Benedict as president-elect.

Sheila Scobba, Stanford University, came forward to report on the selection of the new student member of the Executive Committee. After reviewing the process used, Ms. Scobba announced that Darrell Kasper of the University of Wisconsin–Milwaukee was the selection committee's choice for student member.

Presidential comments

Mr. Strong then remarked as follows:

"Near the conclusion of the annual business meeting, it is the task of the president to offer comments summarizing the year; 1984–85 has been a dynamic year. Our work, as an association, has been busy. Your Executive Committee has been diligent in its efforts to produce quality programs and services for you, the ACU-I membership. We have faced many opportunities—several of them critical to the future of our field. As I promised you last year, we found our opportunities to be no problem. the challenges we faced were, in fact, invigorating and stimulating occasions that allowed for meaningful debate.

"Some of the opportunities we confronted were:

1. Enhancing communications with the membership through the 'Presidential Perspectives' column in the *Bulletin* and through the *Presidential Update* newsletter.
2. Our efforts in the areas of development and fund raising. Last year you saw the news of a donation to the Association by the Electronic News Network, now a subsidiary of the Bruner network. Just prior to this conference, Lackmann Food Services announced a gift of $3,000 to ACU-I. These results and increased contributions to the Development Fund by our colleagues indicate good growth potential for ACU-I. Director of Development Joe Benedict should be complimented for his hard work.
3. The progress of the project on professional ethics by Executive Committee at-large member Shirley Plakidas. Shirley has done a magnificent job in drafting documents for review and debate by members of the profession. She is doing a session at this conference. Interested persons are invited to attend.
4. The completion of the Student Development Task Force

project. Randy Donant and members of his Task Force have developed a plan which will serve our profession well. The work was completed six months ahead of schedule. The members of the Task Force have had an opportunity to refine their work and to compare ACU-I's direction with that of our sister organizations as we begin to implement many of the recommendations designed to translate theory into practice.

1. Completion of the document, *Standards for the College Union*, in cooperation with the Council for the Advancement of Standards for Student Services/Development Programs. This project was a major undertaking requiring the cooperation of many components within our Association. The work of Chester Berry, Boris Bell, and Richard Blackburn was important to the success of our project. As we move to develop materials to assist us in using the document on our campuses, we again look to Shirley Plakidas to coordinate our efforts. I'm pleased to report that the Executive Committee has approved a proposal from Philip Chamberlain, Indiana University, which will help us develop a model for self-study and assessment. This will follow up on his work that has previously been printed in the *Bulletin*. Shirley and Phil will be depending on our support as they begin this important work.
2. Final implementation of an Association system of goals and objectives. After several years of work toward developing annual directions for our Association which can be communicated to the leadership team and to the general membership, a system has finally been implemented. As a result of leadership team activities before this conference, the system has been fine-tuned. As we continue to work in the area of goals, objectives, and strategies for implementation, it will be important that the membership respond to requests for information.

"Your leadership has been working on several other important items. I trust that you will continue to support your volunteer leaders as they work for the Association.

"The job of serving as president of ACU-I has been aptly described as being that of a master juggler; one who has many balloons in the air simultaneously; one who constantly shifts objects and priorities quickly in order to meet the pressing needs of ACU-I as best as he or she can. The person so defining the job of the Association president should be given a special award. From my experience, the description is very accurate. One has to be ready to respond to a variety of persons and issues relevant to the profession in a manner that encourages dialogue and provides clarity. At the same time, one must maintain the perspective of a manager, the manager of one of the oldest collegiate professional organizations in the United States.

"Realizing that a balloon periodically crashes to the ground, I am most grateful for the fact that I have been privileged to work with a dedicated team of Executive Committee members who have been tremendous in their support, their ready assistance, and their dedication to this organization.

"Personally speaking, this year has meant a lot to me, to my personal and professional growth. I learned several important lessons which will stay with me for the rest of my life. The job of being president of this Association brought its share of stress to my work life, my personal life, and my professional aspirations. The lessons I learned will have a significant positive impact upon me. Among them were:

Priority setting. I learned to make decisions about my time, to evaluate those tasks which are truly important and need to be addressed in the large scheme of things vs. those items that can wait. Being a task-oriented and fairly impatient person who sometimes sacrifices process for results, this was not an easy lesson to learn.

Evaluating situations, not personalities. This is a lesson I hope we all will continue to learn. In our business, where so many issues relate to personal priorities, to tradition, and to our profession, it is sometimes difficult to debate ideas without criticizing persons. I learned a lot more about myself; I learned ways of confronting issues without demeaning the personhood of a colleague; and I learned to not let personal feelings get in the way of organizational goals.

Compromising in problem solving without having my personal esteem questioned or hurt. This was perhaps one of the more difficult lessons. Every president learns that he or she must be a facilitator, that he or she has to put personal priorities aside, that he or she must focus on the agenda at hand. I learned to leave my ego at the door. I learned that once the business of the Association began, personal priorities must be set aside.

Team, trust, and professionalism. I learned the true meaning of the word *team*. The importance of trust and professionalism was underscored. I was renewed—dramatically—as I worked with my colleagues on the Executive Committee.

Colleaguesmanship. I became reinforced in my commitment to professionalism with my colleagues. I have internalized and operationalized my personal notion of what is meant by the term *colleaguesmanship*, that very special relationship one is able to develop through interactions and sharings with others to whom his or her profession is also important.

"All of these learnings are significant to me. They represent that special quality one gains through working with people who are committed to doing the best they can in sometimes difficult circumstances.

"Organizations such as ours seldom really recognize the contributions of their paid staff. Their expertise, their dedication, and their professionalism are our guiding force, the thread that connects our energies, the thread that facilitates the delivery of services often conceptualized by volunteers, and which, with the assistance of the staff, become delivered to our members.

"I could not have done my job as president, I could not have completed the tasks assigned to me, I could not have served you well, without the help of our professional staff. At this point I want to formally say thank you to Dick Blackburn, to Marsha Herman-Betzen, to Gay Holliday, to Nancy Davis, to Laurie Hahn, and to that big teddy bear, Paul Hopkins. We are truly fortunate to have a staff as able and as dedicated as these fine individuals. Additionally, I have to thank my colleagues at Cornell University for their consistent and sincere encouragement. I could not have served the Association in any capacity without the support of the team at Cornell.

"The opportunity to serve this organization, my profession, and my colleagues has been very special to me. Thank you."

At 4:25 p.m., James Reynolds, Texas A&M University, moved; David Hubler, University of Maryland, seconded; and it passed that the meeting be adjourned.

Other business

Honorary memberships

Donald Sabatino

On Sunday evening, March 24, Donald Sabatino was made an honorary member of the Association. Dorothy Pijan of Case Western Reserve University made the following presentation:

"How often have you heard one of the following statements:

- The regions are the grass roots of ACU-I.
- The regions are the strength of ACU-I.
- The regions are where the action really is.

"All of these statements are true because of individuals who dedicate their ACU-I involvement to the programs, staff, and students of their region. What an important contribution that is to the Association; these individuals ensure the growth, vitality, and future of ACU-I.

"Tonight we present an honorary membership in our Association to an individual who has been the moving force behind Region 7 for more than 20 years.

"He and I served as regional representatives together in 1970–72. I naturally knew that Region 12, my region, was the best. But I met opposition from him as he sang the praises of Region 7. Now, Region 7 is my ACU-I home and I am convinced it is the best region ever.

"You can ask any of us from Michigan or Ohio and we will tell you that Don Sabatino, that regional rep who believed so in ACU-I and his region, is indeed Mister Region 7.

"How about this record:

1. A native Ohioan, he began his association with the college union as a member of the student setup crew at the Gardner Student Center, the University of Akron.
2. He served as director of student activities and assistant director of Gardner Student Center.
3. He served as director of the Gardner Student Center for 10 years.
4. Since 1978, he has held the position of director of auxiliary services and programs.
5. Because his birthday is March 24, today, he holds the record for the most birthdays celebrated at ACU-I annual conferences.

"Don has worked hard in Region 7, always believing strongly that the regions are the lifeblood of the Association. Those who served with him as his regional coordinators when he was regional representative continued their service to ACU-I as regional reps in Region 7. Eleven members of the current Gardner Student Center are former students at the University of Akron, encouraged by Don to become union/activities professionals. He believes in all ACU-I represents and he practices what he believes.

"Promising students have been encouraged by Don to pursue our profession. He has supported and advised them on their way to becoming professionals. Their involvement in ACU-I has, to Don, always been a hallmark of their professionalism.

"An avid golfer, Don compares our profession to the gallery support given to participants in a golf match. For, unlike any other sport, in golf the gallery cheers each player, wanting him or her to succeed, to win it all. There are no boos. For Don, the same supportive spirit exists in ACU-I. He is a true friend.

"My favorite poet, b.f. maiz, has given friendship this definition:

> *Friendship is the divinely authentic human encounter wherein those involved wish each other well and are categorically committed to help each other do well—however, whenever, and wherever possible.*

"Don is that kind of friend to all of us. He has helped to humanize us; we are better than we would have been without him.

"Region 7 and the Association will miss Don. But we wish him all the best as he leaves the union and activities field to serve as vice president for the Midwest Region of Barnes & Noble College Stores Division. It was only after he had accepted this position that he learned that to Barnes & Noble, the Midwest Region is anything west of the Hudson River.

"So, Don, on behalf of all your colleagues in the Association and in Region 7, I say thank you for almost 25 years of dedication to ACU-I and to Region 7. We couldn't have done it without you!

"I would like to ask all members of Region 7 to stand and join me in presenting you this honorary membership and recognizing you on this very special day."

At the closing banquet on Wednesday, honorary memberships were presented to Wayne Stark, Texas A&M University, and Audrey Hozack, University of Toronto.

Wayne Stark

James Reynolds made the following presentation to Wayne Stark:

"Texas A&M University is known for three things:

1. On the subject matter of Aggie jokes: at last count there were seven Aggie joke books in print, all of which have been published by the University of Texas press.
2. Texas A&M is known for producing world leaders for business, industry, education, science, agriculture, and the military. Texas A&M has produced more flag and general officers and more congressional medal of honor winners than any university except West Point.
3. Texas A&M is widely known for its traditions, like the famous Aggie 12th Man Spirit, which demands that all Texas A&M students stand throughout home football games as a symbol of their readiness to take their place on the field if needed.

"Needless to say, I'm not going to tell any Aggie jokes. But I am going to focus, for a few minutes, on one of A&M's best known and best loved traditions: John Wayne Stark. That tradition is best described through the words of some of the successful former students whom Wayne has helped and influenced.

"But before I read some of these testimonials, there is another Aggie tradition which I must mention: Aggies *always* marry above themselves!

"The success which Wayne has enjoyed is primarily the result of the love, guidance, and patience provided by his wife Jean. Jean, please stand and let us recognize your contribution to the college union movement.

"J. Wayne Stark has made numerous contributions to higher education through his service to ACU-I, ACUCAA, and the

Experiment in International Living. Wayne served as vice president of ACU-I in 1958 and as president the following year. He has held almost every regional and international office in the Association of College Unions-International.

"More importantly for the college union movement, however, Wayne designed and for 33 years managed one of the largest, most successful college unions in the world. The greatest contribution that Wayne Stark has made is to thousands of individual students at Texas A&M University, whom he has influenced during his 33-year tenure as the director of the Memorial Student Center.

"Please allow me to share three quotes from appreciative former students whom Wayne has helped influence:

"'The most wonderful thing about Wayne is his vision—his ability to find potential in a student, confront him with it, and then help and encourage him in developing that potential.' That quote is from Henry Cisneros, the mayor of San Antonio, Texas, and a graduate of the Memorial Student Center, who turned down Walter Mondale's offer of the vice presidential slot on the 1984 Democratic ticket.

"William Altman, a student leader in the Memorial Student Center who received a Rhodes Scholarship in 1980, says, 'Wayne Stark makes students aware of their ultimate potential to achieve. He makes them recognize the best in themselves. He encourages the making of "Renaissance Men," who will be leaders in their own way.' William, incidently, grew up in Luckenback, Texas, where his parents owned a filling station.

"One of the greatest success stories, which Wayne Stark helped author, is that of Ambassador Abelardo Valdez, who served as the chief of protocol for the Carter administration. Lalo was born in the back of a pickup truck in a citrus grove outside of McAllen, Texas. Some years later Wayne found him, a shy, bright, but insecure committee member in the MSC. Through counseling, encouragement, personal loans, and Aggie contacts, Wayne pushed and urged Lalo through A&M, Georgetown, and Harvard.

"Lalo says of Wayne: 'He is the ultimate counselor. We all need to know that there's someone who cares. He cares. He is the web that holds the A&M family together.'

"Wayne and Jean, you know that the Texas A&M family loves you. The presentation of this lifetime membership in ACU-I demonstrates that the college union family all over the world loves you also."

Audrey Hozack

Sally Allison, University of Rochester, recognized Audrey Hozack as follows:

"At the end of June of this year, Audrey Hozack will retire from the staff of Hart House at the University of Toronto. Needless to say, the House will never be the same. Audrey has worked for the University since 1947, and except for five years in the Alumni Affairs Department, has spent all of those 38 years in Hart House. This makes her more than half as old as one of our oldest unions. But because of her intense level of activity, interests, and vitality, the city of Toronto may not be quite prepared for this particular retirement. Peter Wall, a longtime friend and colleague of Audrey's, who could not be with us tonight, has prepared the following tribute.

"Picture, if you will, a young war widow, supporting a small son, arriving to work in the august halls of Hart House in 1947, first acting as a secretary to the Students' Administrative Council. A multitalented person, she typed, took dictation, laid out advertising, organized production numbers for homecoming, sent thousands off to out-of-town football games, and generally kept the place afloat. During this time, she was being wooed with complimentary tickets sent by the business manager of the Hart House Theatre, and they obviously worked, because in 1952 she married James Hozack and settled down to housewifery. This career lasted a brilliant two months, whereupon she returned to Hart House as a secretary.

"From 1952 until 1966, Audrey worked and became graduate secretary of Hart House. During this time, she took administration courses and graduated with honors from the evening course in business. She also honed her craft of being a person for the students. When you know Audrey well, it becomes immediately apparent that her concern and affection for students, their lives, and pursuits are her real motivation, all the time.

"For those of you who have been to Hart House, you might realize that, until 1972, women were not allowed to be members of the House. Consequently, women staff were definitely second class citizens. There were no women's washrooms, and Audrey had to go to another building to find one. She tells wonderful stories about being expected to 'hug the walls' of the corridors when slinking around this all-male preserve. There was certainly no opportunity for any advancement for Audrey in Hart House, so in 1966 she went to the Alumni Affairs Department of the University as assistant, then associate, director. During her five years there, she established alumni branches in Boston, Washington, and San Francisco; won three direct mail awards for alumni promotions; and won best all-round student award from the Administrative Management Society.

"In 1971, however, the winds of change were beginning to blow through Hart House, and Audrey returned as the first senior administrator, to the position of assistant warden, administration—a post she holds today.

"Throughout her years at Hart House, Audrey has been an enthusiastic and ardent fan and supporter of ACU-I. The history of the Association is linked to Hart House, and Audrey continues to strengthen that association today. Members will remember the annual conference in 1974, hosted by Hart House, and Audrey's significant role in the planning and execution of that event. She has been involved in Region 2 events, attending and contributing to many regional conferences over the years. Last year she completed a term on the Nominations Committee.

"She truly is the embodiment of our profession. You can find her at all hours at Hart House, seeing to a particular wrinkle in food services, doing a quality check on all the brass in Hart House, always ensuring that the quality and style for which Hart House is famous around the world is never compromised or changed. As someone who gets younger rather than older, Audrey is an expert in the art of T'ai Chi, an award-winning weaver, a 'hot' model in great demand all over town, and a well-known theater patron.

"Over the years, Audrey has become very involved in an exchange program that Hart House has had for many years with Finland. Her quiet retirement plans include a trip to Finland in July, doing some small business consulting, taking more weaving courses, and going to lots of theater. Concurrent with her retirement, Audrey will graduate from the University of Toronto with a bachelor of arts degree, earned entirely in part-time study.

"An educator, an administrator, a student, a volunteer, a friend, and a colleague—Audrey has had a long association with our profession and ACU-I. We wish her well in the years to come. May they be many and rich. Audrey, it gives me great pleasure to present, on behalf of the Association, honorary membership to you, with our love and best wishes."

Butts-Whiting Award

At the Wednesday evening banquet, Neil Gerard of California State Polytechnic University delivered these remarks:

"I am honored and privileged to present this Association's highest recognition, the Butts-Whiting Award. The selection of this award is made by an anonymous committee of Association volunteers. The award honors outstanding leaders of the Association who make significant contributions to the college union field and whose careers have been a credit to ACU-I.

"Our brochure says that the recipient shall have attained prominence in our field through work on the campus, regionally, and internationally. Descriptive words like integrity, stature, and ability are critical standards by which nominees are judged. Ultimately, however, the final standard is *success*. The recipient must have a record of successes on campus, in the community, and in the Association—success in the educational mission—toward which we all strive.

"Our recipient tonight is a person about whom these standards might have been written. His career spanned three decades in higher education, beginning as a student government president and including service with the military, life insurance sales, and then higher education.

"In our Association, this person has done it all: panelist and presenter, Resolutions Committee, regional representative, Mishawak delegate, host for a regional conference and a games tournament, special committee appointments, and two positions on the Executive Committee. Well respected by colleagues, the award recipient was nominated for the Butts-Whiting Award in each of the past three years.

"On campus, the recipient was the driving force behind the establishment of a college union, and later for the development of a satellite union. Like a true professional, understanding and deeply committed to the role of student activities, this person retained the title of director of student activities as well.

"Married 30 years, with three children, the recipient was active with the American Field Service, the United Way, and the Alumni Association. As Sunday's keynote speaker Jack Laughery said, the recipient 'found time to pay his civic dues' by sharing his strong leadership ability.

"Laughery also said, 'Sensitivity to others—you *must* have it. If you don't, hang it up.' The award recipient: a dynamic example of sensitivity to others. Words that share a glimpse of this person: sharing, caring, unselfish, sensitive, quiet, gentle, with a capacity for love. A colleague said, 'You know this person and your life is better for it.' And a sense of humor, cultivated in the Midwest, dry, witty. Among friends and colleagues he was down-home and once in a while even silly.

"For me, this honor is heightened by the privilege of working closely with the recipient in what we call a component group. When I think about this person, I smile.

"The recipient described entrance into the union field as 'an accident of circumstance.' As a high school debater, the award recipient visited a number of college unions, and those images, feelings, and experiences stayed. Our dear friend C. Shaw Smith would describe this as but another occurrence in the house of serendipity. 'I visited college unions for debate and found a lifelong career that mattered . . . and stayed.'

"When I was younger, and a colleague left the field, I took it personally. The more valued the friend and the more the person participated in the Association, the more the concern and the pain. Within the past year, our recipient left the field, and our loss is great. He gave without asking for return. He was a role model for the young and the not-so-young. His gentle smile and cardigan sweater will indeed be missed.

"For the second time in the Award's 18-year history, the Butts-Whiting Award is presented posthumously. Our honoree was the Director of the College Union and Activities at California State University, Fresno, EARL WHITFIELD.

"Accepting this award is Mrs. Phyllis Whitfield. Accompanying Mrs. Whitfield to the dais are her two daughters Janelle and Lynnette."

Resolutions

David E. Johnson of California State Polytechnic University, representing the Resolutions Committee, spoke as follows at the closing banquet:

"The Del—the matriarch by the sea, suggesting the life of simpler times: rocking chairs in the garden, a lounge chair by the pool, icy drinks along the beach. What more fitting site to reflect upon the glories of our rich past and to chart new blueprints for the future.

"Nine hundred seventy-six delegates and friends, wooed by promises of sunshine and ultra saver air fares, flocked to the Crown of the Pacific.

The imperial palace
Upon Coronado's shores
Where dining at the Prince's
Made one's pocketbook poor.
The food was fantastic,
And the weather was fair.
When you enter the Del
You see crowns everywhere.
With crowns on your plates
And crowns in your cups
While crowns on the ceilings
Shine down as we look up.
There were crowns upon napkins
And sticks used to swizzle
And the crowns shone on us
As we walked through the drizzle.

"When we first arrived at the Del, we were impressed by name tags of sufficient size to be read even by union veterans. At first, we feared that those people branded with scarlet V's were really lizards from outer space. The final conflict was resolved, however, when we learned they were, like most of us, members of Mary Jo Mertens' cadre of ACU-I volunteers.

"Speaking of letters, an 'A-' goes to Dick Blackburn for his Accuracy in forecasting. It was an 'A' when he guaranteed 890 for the opening banquet and 881 showed. Unfortunately, this was still some 200 above legal room capacity. Blackburn will be billed for

the nine extra meals, but maybe he can get a credit after tonight's extremely popular banquet.

"A 'B' to Dan Cornthwaite for his Brilliance in suggesting a Sea World tour as part of the package.

"A 'C' to Marsha Herman-Betzen for being Crazy or Courageous enough to take the job of Education Coordinator midstream even though she thought the 'C' was for Compensation.

"A 'D' to Don Chadwick and his AV crew for their Dedication.

"An 'F' to the del Coronado staff for the Fine, Filling Food and their Fantastic Fructose drinks.

"Finally, an 'S' for Sucker to be shared by Ellie Oppenheim for serving as Conference Committee chair at the Del, and Carol Prior for not learning from Ellie.

"Taking a hint from Kenneth Blanchard that 'feedback is the breakfast of champions,' we'd like to compliment Ellie and the Conference Planning Committee for constructing a stimulating conference from the blueprints. Seaside Sketches, Foundation Blocks, recorded sessions, and keynoters were the tools that built a stimulating learning environment.

"With the unique crowding situations at educational sessions, Xerox is now faced with the challenge of returning to their research and development division with the problem of how to reproduce meeting facilities.

"Jack Laughery spoke of the three steps of change: abhorrence, tolerance, and embracing. Delegates at the annual business meeting embraced with gusty abhorrence the change in membership status, while others tolerated their 'paralysis by analysis.'

"Our valuables were uniquely protected by room safes, while security was provided by the conspicuous military aircraft buzzing overhead, perhaps also doing reconnaissance for potential affiliate membership status.

"We had a first in the ACUIRES area this year: room to move about and room to move in the field. There was ample opportunity for candidates to waltz away with just the right job as there were 76 jobs listed and only 44 candidates. ACUIRES was held in the International Room, a room not only large enough to hold a barn dance, but which provided the dance floor as well.

"At Tuesday's luncheon we were confronted with what appeared to be photographs of *huevos rancheros* in space. In light of the Nominations Committee report, the Houston Conference Program Committee may elect to change the conference menu to Eggs Benedict.

"Blanchard stressed the need for managers to help people win. Judging from the novice bartering tactics displayed on the Tijuana sidewalks, ACU-I *turistas* quickly implemented his concepts.

"Though attendance wasn't taken at keynote addresses, it was quickly obvious who missed the Blanchard presentation: they were the ones who sat in the first six rows at Shamu Stadium at Sea World.

"We wonder if any conclusions can be drawn from the fact that shortly after kissing Cindy Woolbright at Sea World, Shamu swam to his holding pen with a scowl on his face. Perhaps the rumors were true that Shamu heard about the 'I do's,' said toodle-loo, and sent in Kandu.

"Speaking of Sea World, are we to draw any connections between the cocktails at the shark exhibit at Sea World and the exhibitors' hospitality suites at the Del?

"The exhibits hall set in the ballroom by Jim Zwickey and his committee provided us with resources, contacts, demonstrations, and awareness of a variety of new products and services. This year's display of 59 exhibitors and 70 booths was grand, to say the least.

"The 'all-out' award goes to Hardee's for their extensive marketing study, which led them to realize that what this group needed most was more than 1,000 non-spill commuter cups.

"Preconference seminars addressed a variety of issues, including alcohol awareness. Alcohol awareness was also the first order of business at the regional meetings, thanks to Nick Nicholas and his marvelous monopoly on 10 percent discount liquor from Park Place.

"Dan Cornthwaite and the Host Committee provided ambience, tours, activities, and warm sunshine for the weekend. It's amazing that they had the foresight to provide breezy, overcast skies to minimize the allure of the beach as session time began. When delegates were told of Southern California's balmy weather, they had little idea that in San Diego, propane heaters are the primary source for that outdoor warmth.

"It seems that the San Diego skyline was not the only gray area in our stay in Southern California. Somewhere between President Day and Ruth Love, the definition of a short keynote address moved into the gray area.

"The entertainment for the 65th Annual Conference was diverse and appealing. From tours of San Diego, the Harbor, Tijuana, and the zoo to the amazing Sea World show and the Old Globe Theater, this year's delegates were not faced with the problem of nothing to do.

"Those who were fortunate enough to attend the Windjammer cruise were treated to a fine display of San Diego entrepreneurship, such as the photo barkers' call of 'one for seven, two for 10,' which seemed to be the same management and purchasing style used in obtaining their cameras and tour buses.

"Keynoter Brooke Warrick provided us with several different lifestyles. We'd like to add to his examples. Survivors: ACU-I delegates who were on the second bus back from the Invader Windjammer cruise and those who stayed late in Tijuana; Conspicuous consumption: Delegates who dined at Chu Dynasty in Coronado or at the Del Deli; I-Am-Me: Embodied by one simple word: Sheila.

"While Region 4 may have walked away from the College Bowl Battle of the Regions with $250, the top honors really go to Smitty for the official College 'Bowl' haircut.

"Region 8, already victimized by conflagration at one conference this year, refused to stay in the old part of the Del, which is the largest all-wood structure in the country. When the session on 'Managing Crises and How to Plan for Emergencies' was cancelled, they were reduced to placing their bottles of fructose water by their beds, just in case.

"With the marked growth of ACU-I, it is only appropriate that the 65th Annual Conference was held at the del Coronado. The symbolism of a building built without blueprints to a conference designing a framework for the future is analagous to our organization: remembering our past, directing the present, and planning for our future.

"Be it therefore resolved that the Association of College Unions-International has met at the 65th Annual Conference in San Diego, Calif., March 24–27, 1985. See you in Houston!"

Presidential remarks

Mr. Strong passed the presidential gavel to Cynthia Woolbright, Bentley College. President Woolbright presented Mr. Strong with a gavel plaque in appreciation for his service, and adorned his lapel with the traditional past president's pin. Ms. Woolbright, after delivering the following remarks, declared the 1985 annual conference adjourned.

"As the president of ACU-I, I would be remiss if I did not take a few moments to pay tribute to my friend and professional colleague, LeNorman Strong. LeNorman has contributed endless hours of devotion, commitment, and dedication to our Association. For those of us who have had the pleasure of working with him, he has given new meaning to the Executive Committee agenda, to the concept of 'no problem,' and to the challenges ahead. He has debated and challenged us to new ways of thinking and behaving as colleagues, professionals, and friends. It is a special honor for me to present him with the traditional presidential pin and plaque, as we both started as students in ACU-I. I ask that we join together in demonstrating our sincere appreciation for his contributions to the Association and to the college union and student activities profession.

"I stand before you tonight anxious and nervous yet excited and full of energy. As many of our past presidents know, it is a unique and special opportunity and a privilege to address our colleagues on the state of our Association and our union and activities programs.

"In preparation for tonight and the year ahead, I returned from the St. Louis conference and began a process for gathering information about issues, concerns, and priorities. I spoke with many of our past presidents, conducted a random survey of our leadership team and member institutions, and visited approximately 25 institutions to learn and gain a perspective. While the process has been most valuable, the opportunities to visit face-to-face with students and staff will certainly be my most memorable.

"I, like many others before me, began compiling notes, reading everything I could get my hands on, and discussing our needs and priorities with many of you. I wrote drafts upon drafts of my remarks tonight; I wanted to be articulate, clear, and concise. I even practiced my remarks at home. Those of you who know me know that I have a dog. She's not just any dog, but an old English sheepdog. She is, however, like most in her unconditional love and attention . . . well, almost. I practiced my remarks one evening. She had been sitting and watching me for several minutes, and when I started my speech, she went to the corner of the room, sighed, whimpered, and went to sleep! I hope that her antics are not repeated by you tonight. I promise to be brief.

"My remarks this evening will be focused in two areas: first, the issues, concerns, and priorities that I learned from you regarding college unions and student activities; and second, the year ahead for our Association.

"In speaking to the issues, concerns, and priorities of the Association, I have developed a list of 10 areas which you, the membership, identified:

1. Institutional perspective. While we spend much of our time in our day-to-day activity, we often lose sight of the institutional perspective. We are not always good at understanding the overall mission and goals of our institutions and our own departments. We sometimes fail to understand our role on our respective campuses; or worse yet, we cannot demonstrate nor articulate our place, purpose, and goals. We lack the visibility and credibility with students, faculty, and administration. No matter how involved we are in our programs or services, unless we take time to see the big picture, to understand the mission and goals, we will have a distorted picture. Unless students and staff have a clear perspective and approach, our efforts will not be well-conceived nor will we produce well-planned programs. We will not serve as integral forces in our communities. I believe more strongly today than ever before that college unions and student activities must have clear senses of mission, direction, and priorities, and they must be integrated into the overall missions of our institutions. It's not enough to want it and believe it; we must act it.
2. Quality of staff. It has been said before that quality staff attract quality students and develop quality programs and services. I believe that. We must provide opportunities for staff development, support, and challenge, and provide mechanisms for attracting and retaining the best and the brightest. I agree that we are doing more with less, we have more responsibility today than yesterday, and we must be forever flexible. Yet, I know too that our staffs must share and be challenged to provide the values, attitudes, and beliefs necessary for more open and diverse environments. Our visions must be bolder. We must be more energetic and imaginative in pursuit of greater initiatives, and we need to assert ourselves forcefully. As role models we can demonstrate our commitment to the learning process. And students will learn and develop too!
3. Diversity. In my recent travels, I learned the real meaning of diversity in our Association. Our programs, services, and facilities are diverse. Yet I am referring to the diversity of opinions, values, and thinking. The more diverse, the greater the opportunity for growth and development for all of us. While we can achieve excellence through diversity, we must not use excellence as a means to limit opportunity or lower expectations.
4. Multicultural environment. Certainly, the trends which Naisbitt wrote about in *Megatrends* attest to the multiculturalism of our world. Through our programs and services we must create and maintain a multicultural environment. Access to such environments provides us with a greater understanding and appreciation of our contemporary world and permits us to be better citizens.
5. Education and development. We are engaged in the great enterprise of education and the development of people. While we are diverse in our institutions with mission, scope, size, programs, and priorities, foremost we are about education and development. We are in a position to encourage creativity and confront new ideas, philosophies, viewpoints, and lifestyles. We must have the courage to be innovators, risk-takers, and experimenters. We cannot be complacent. We need to move toward creating an environment of thinking, believing, behaving, and becoming. We can create a sense of identity and community for our campuses. We must stand for values and ideas which we

hold dear and which make our lives richer and more rewarding.

6. Values. What are our values? Like you, I believe that our values must be broadened and deepened to provide opportunities for intellectual, cultural, and personal growth for all to have greater access to education by creating and offering high quality programs to our students. Since values shape our way of thinking and believing, we must take advantage of any opportunity available to us to expose ourselves and our students to a value system that encourages new ways of behaving, a system of fairness, justice, and equality. We need to value the ability to dream and to have a vision.
7. Effectiveness. We need to be effective in what we do. Effectiveness means fitting the person to the right situation; motivating, developing and promoting; having a drive and a desire to accomplish great ideals; having the power to create and build; planning and evaluating; being firm, yet flexible, and knowing the difference; setting the tone and standards for the organization; developing goals with clear priorities; orchestrating human and fiscal resources. Effectiveness requires that an individual possess internal strength, physical and emotional stamina; patience and persistence; humor, a spark of emotion, and a love of life; self-confidence to carry forward; integrity; enthusiasm, vigor, and energy; an excitement for learning. Effective individuals see problems as opportunities; see conflict as constructive; see risks as challenges; and see decision-making as part of the process. Effective individuals dare to dream! These individuals blend compassion with realism. They are practical and resourceful. Moreover, they understand the political process and they work astutely within its framework.
8. Student involvement. This area of concern emanates from the strong differences in student involvement that I witnessed on campuses. Here, the quality and quantity of student involvement was varied. While on some campuses students were active participants; on many other campuses, participation was minimal. More importantly, the recent 'Study on the Conditions of Excellence in American Higher Education' identified three critical areas: namely, student involvement, high expectations, and assessment and feedback. Of these conditions, student involvement was viewed as the most critical. As the research suggests, the more time, energy, and effort expended by students, the greater growth, achievement, and satisfaction they attain. While the study cited participation in student organizations as an area of involvement, student activities was viewed as a latent community. The report recommended that further strategies be developed that would increase student involvement. Given this viewpoint, we must do our homework! We need to establish better connections with our faculty. We need to provide better and more effective leadership programs, and we must assert ourselves more forcefully in this area.

   In a recent issue of *The Chronicle of Higher Education*, still another report on undergraduate education titled 'Integrity in the College Curriculum,' addressed the decline in the value of bachelor's degrees. While I won't go into the details of the report, I did find three of the nine recommendations important for us. They were:
   - Teaching of values. Helping students make real choices and assume responsibility for their decisions; being comfortable with their behavior. Here we can have an influence through student involvement in our union and activities programs.
   - An appreciation and experience of the fine and performing arts as essential qualities. Again, we can have an influence through student involvement in our union and activities programs.
   - International and multicultural experience which provides access to diversity of cultures and experiences for a contemporary world. Again, we can have an influence through student involvement in our union and activities programs.
9. Finances. Must I say that we *all* have concerns about our finances? Our financial bases are as varied as our institutions. Our ability to develop fiscally responsible budgets which adequately reflect our programs and services is critical. There were, however, other financial concerns expressed by our colleagues and students. In this area, grave concern was expressed about the lack of support from the federal government to higher education. Directly and indirectly, people recognized the implications for us. For our volunteers and work study programs, unions and activities will be adversely affected by the recommended budget cuts.
10. Professionalism. The final concern rests with the nebulous term 'professionalism.' We seem to know what we mean when we say it, but we cannot necessarily say what it is. When does one become professional? How? What qualities? Values? Skills? What makes one a competent or qualified professional? The current standards and the development of a 'code of ethics' may help us address this area; its time has certainly come.

"Having heard our list of concerns, issues, and priorities, I solicit your support and cooperation in helping the Association deal more effectively with them.

"Now on to the year ahead for our Association.

"I believe that as an Association, we must consider some, if not all, of the following areas:

1. Continuation of our effort with standards as we develop interpretive guidelines for our membership and continuation of our work for a code of ethics.
2. A well-designed and carefully considered Development Fund program.
3. Implementation of the recommendations and strategies from 'The Final Report on the Future.'
4. Development of programs and services for assisting our members in the area of student development.
5. A continued commitment and emphasis in the area of multiculturalism for our students and staff.
6. A marketing plan for our Association.
7. Continued emphasis in the professional development seminars, workshops, and publications for staff and students.
8. Greater cooperation and collaboration with other associations in student affairs.

"In conclusion, I want to say that the energy, excitement, and

enthusiasm I have witnessed from you, our members, is incredibly strong. I believe today more than ever before in the underlying values and principles upon which college unions were founded. They are and remain as relevant today as they were yesterday. In a changing world, that is exciting! While I have provided you with a list of concerns, I believe them to be concerns of our forebears and certainly those who will follow. Quality of staff, diversity, multiculturalism, education and development, effectiveness, student involvement, finances, professionalism, and the institutional perspective—they are and will continue to be concerns. Our challenge rests with our ability to confront ourselves and chart new directions and ventures.

"As we prepare to celebrate in our last evening together, until we meet again at the Shamrock Hilton Hotel in Houston, Texas, April 6–9, 1986, for 'Developing Professionalism in a Diverse Profession,' I declare the 65th Annual Conference of the Association of College Unions-International adjourned."